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1980 - 1981, Gardner-Webb College Academic Catalog

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Gardner-Webb College

Catalog 1980-81

Gardner-Webb College

Dear Friend:

A recent article in a newspaper described Gardner-Webb College as "...a place filled with winners. They don't like to lose at anything!" I like that description and the more I think about it the more I like it because it properly describes the attitude of this place. For this institution to be thought of as "a winner" is a direct reflection on the "winners" who make up the student body, faculty and staff of this college.

Personal and intellectual growth are the goals we set for our students. If, as the newspaper reporter says, we are "winners," it is because we have been able to translate these goals into the sum total of the experiences of those who come here as students. The choices they make and how they follow through on them determine the kind of education they receive and the kind of person they become. If that is being a "winner" then I like it. I am convinced that this is a direct result of our commitment to each student who comes here.

Gardner-Webb College is also a college commited to the Christian church. We believe that faith as well as learning makes the whole person. We insist on a fearless, penetrating search for truth in all realms of knowledge, and while we deny no one the right of inquiry, we uphold the claim of the Christian faith that all truth is of God. Thus, you see, we are concerned with outlooks on life as well as information about life. We believe there is more than the human dimension in education, there is the divine.

Gardner-Webb College does not present a segmented way of life. It provides a blending of experiences which can give you the chance to find out who you are, what life has to offer, and what you have to offer in service to society.

As you examine the pages that follow, I hope you will sense something of what makes Gardner-Webb College a special place - "a place filled with winners." I hope, too, that you will want to know more about us than printed pages can convey. We are eager for you to understand how this college can relate to your individual needs.

Sincerely,

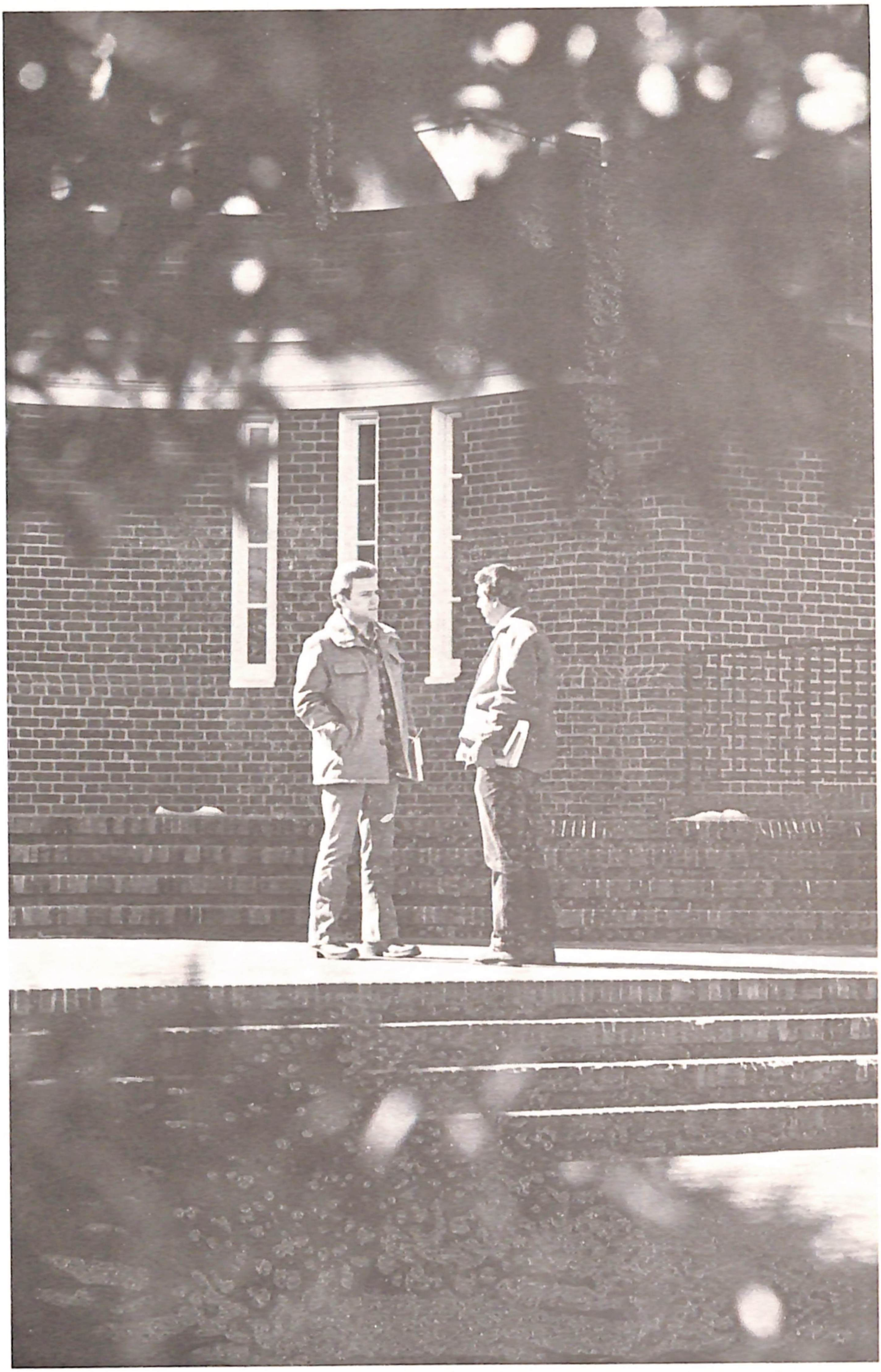
Craven E. Williams
President

Office of the President Boiling Springs, North Carolina 28017 Telephone 704-434-2361

Table of Contents

General Information 3
Admissions 11
Financial Information 19
Student Life & Services 37
Academic Information 47
Course Descriptions 59
- Business Administration 60
- Education 68
- English Language/Literature 79
- Fine Arts 84
- Foreign Language and Literature 93
- Health Education and Physical Education 99
- Mathematical Sciences 108
- Natural Sciences 114
- Psychology 121
- Religious Studies/Philosophy 124
- Social Sciences 131
- Special Degree Program 140
- Nursing 141

Registry of Trustees 145
Faculty 146
Administrative Staff 156
Academic Calendar 161
Campus Map 164
Index 166



General Information

Accreditation

Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing, The National Association of Schools of Music and the North Carolina Board of Higher Education, and is authorized by the immigration autorities of the United States for the training of foreign students.

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

History

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

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

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

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

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

The Greater Opportunities for Adult Learners (GOAL) Program, an Evening College academic program designed primarily for Junior transfer students, was initiated in the Fall Semester of 1978. A Master of Arts in Education Program was implemented in the Summer of 1980.

Presidents

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

Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

Campus

A tract of over 200 acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

Academic Programs

Gardner-Webb offers four distinct degree programs. The Bachelor of Science and Bachelor of Arts degrees are awarded through the comprehensive, four-year Baccalaureate Degree Program. The Master of Arts Degree is offered in selected programs. The Associate Degree Program is a two-year program of study in the areas of business and nursing, resulting in the Associate in Arts degree. Through a special degree program, students may study at the Bowman Gray School of Medicine of Wake Forest University or Charlotte Memorial Hospital to earn the Bachelor of Science Degree in Medical Technology.

GOAL

Gardner-Webb offers programs of study in the evening leading to the Bachelor of Science and Bachelor of Arts degrees at the Boiling Springs campus and at regional centers in Kings Mountain, Morganton, Spindale, Gaston County and Lincolnton. The Greater Opportunity for Adult Learners (GOAL) program is designed for students with an Associate Degree wishing to study in select areas.

Program for the Deaf

In conjunction with the Department of Deaf Ministries of the Baptist State Convention of North Carolina, Gardner-Webb College provides liberal arts educational opportunities to hearing-impaired students. Qualified interpreters, counselors, tutors, and note-takers enable the hearing-impaired students to attend fully-integrated classes and extra-curricular activities of the college.

Gardner-Webb College wants to help every student with hearing impairment receive a quality education. Deaf students or students with a mild hearing impairment can profit from the program at Gardner-Webb. If you have a hearing loss, consider whether these opportunities fit your needs.

Entrance Requirements For Deaf Students: Special consideration is given to applications from deaf students. If necessary, the SAT score can be waived. Gardner-Webb has a Developmental Program designed to give special help to the student who may be lacking proficiency in English, Math or Reading.

Dormitories: Dormitories are equipped with visual fire alarms, doorbell lights, and TTY's. Deaf students may room together if they choose. Several telephones are equipped with amplifiers for students with residual hearing.

Interpreter Services: Qualified interpreters are provided whenever a deaf student needs interpreting services. Interpreters are provided upon request for conferences with professors, socials, programs, plays and church services at nearby churches. All chapel services are interpreted.

Tutors: If the student encounters difficulties with homework, tutors skilled in sign language are available upon request to assist the deaf student with his assignments.

Sound Equipment: Tape recorders are available to deaf students who wish to tape the classroom lecture. The tutor can play the tape later and answer questions the deaf student may have. Gardner-Webb is constantly alert for any electronic sound amplification equipment that will aid the hearing-impaired student in the classroom. A speech analyzer is used in the developmental department to assist the student with speech problems. Classrooms are equipped with inductive loops which will permit hearing-impaired students to hear the lectures through their own hearing aids provided they are equipped with a telephone pickup. Such aids have a "T" on them.

Notetakers: A hearing student is designated as notetaker for the deaf students in each class. The notetaker duplicates a set of notes for each deaf student.

Study Areas: If a student encounters problems studying in his dorm room or in the study areas of the library because of visual distractions, space is available for deaf students to study in the Signpost, the Center for the Deaf Program. The Signpost is the office, lounge and study area for the Degree Program for the Deaf. A TTY is available at the Signpost in addition to those in the dormitories.

Counseling: A full-time director is available for counseling deaf students any time such counseling is requested. The director is proficient in sign language.

VIP Weekends: Prospective students are invited to visit the Campus, eat in the cafeteria, and attend special functions planned for them on VIP (Very Important Person) Weekends. Conferences with faculty members may be arranged if desired. Interpreters are provided for all functions. There is no charge to the visiting student. For information, write the college and ask for information on *VIP Weekends*. Interested students may visit the Campus at any time and will be provided a tour of the Campus with an interpreter. If you are interested in a visit at a

time other than a *VIP Weekend,* call 704-434-2371 (TTY and voice) or write: Degree Program for the Deaf, Gardner-Webb College, Boiling Springs, N.C. 28017.

Program for Rising High School Seniors

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb College while simultaneously earning full college credit.

High school seniors and rising high school seniors may enroll in Gardner-Webb's summer and evening programs. College credit for work successfully completed will be granted subsequent to high school graduation and matriculation at Gardner-Webb College.

Study Abroad

Through the Departments of Business Administration, Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy, students are provided the opportunity to enrich their educational experiences through travel and study in Europe, Latin America, and the Holy Land.

Independent Study

The term ''independent study'' is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by the students' major department.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than six semester hours credit in independent study may be applied toward graduation requirements.

Summer School

Gardner-Webb offers a Summer School consisting of day and evening classes for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Evening College

Gardner-Webb College provides both undergraduate and graduate studies via a comprehensive Evening College. The undergraduate component is the GOAL Program (Greater Opportunities for Adult Learners), which provides opportunities for students possessing an A.A. degree or equivalent in a specified area as identified by Gardner-Webb to continue their studies, culminating in a baccalaure-

ate degree. Programs are available in the following curricular areas: Business Administration, Criminal Justice, Early Childhood Education (K-3), Human Services, and Intermediate Education (4-9). In addition to Gardner-Webb campus, GOAL programs are provided in the following off-campus locations: Dallas, Kings Mountain, Lincolnton, Morganton, and Spindale.

The graduate component consists of a Master of Arts in Education Program in the following curricular areas: Early Childhood (K-3), Health and Physical Education (K-12), Middle School (4-9), and Reading (K-12). Graduate courses are provided during the day in an eight-week Summer term and during the evening in the Fall and Spring semesters.

Students not interested in a degree program but wishing to take advantage of courses offered through the Evening College may do so on a part-time basis. All students interested in courses or program offerings of the Evening College, should contact Dr. Larry Sale, Dean of Continuing Education and Summer School.

Academic and Administrative Buildings

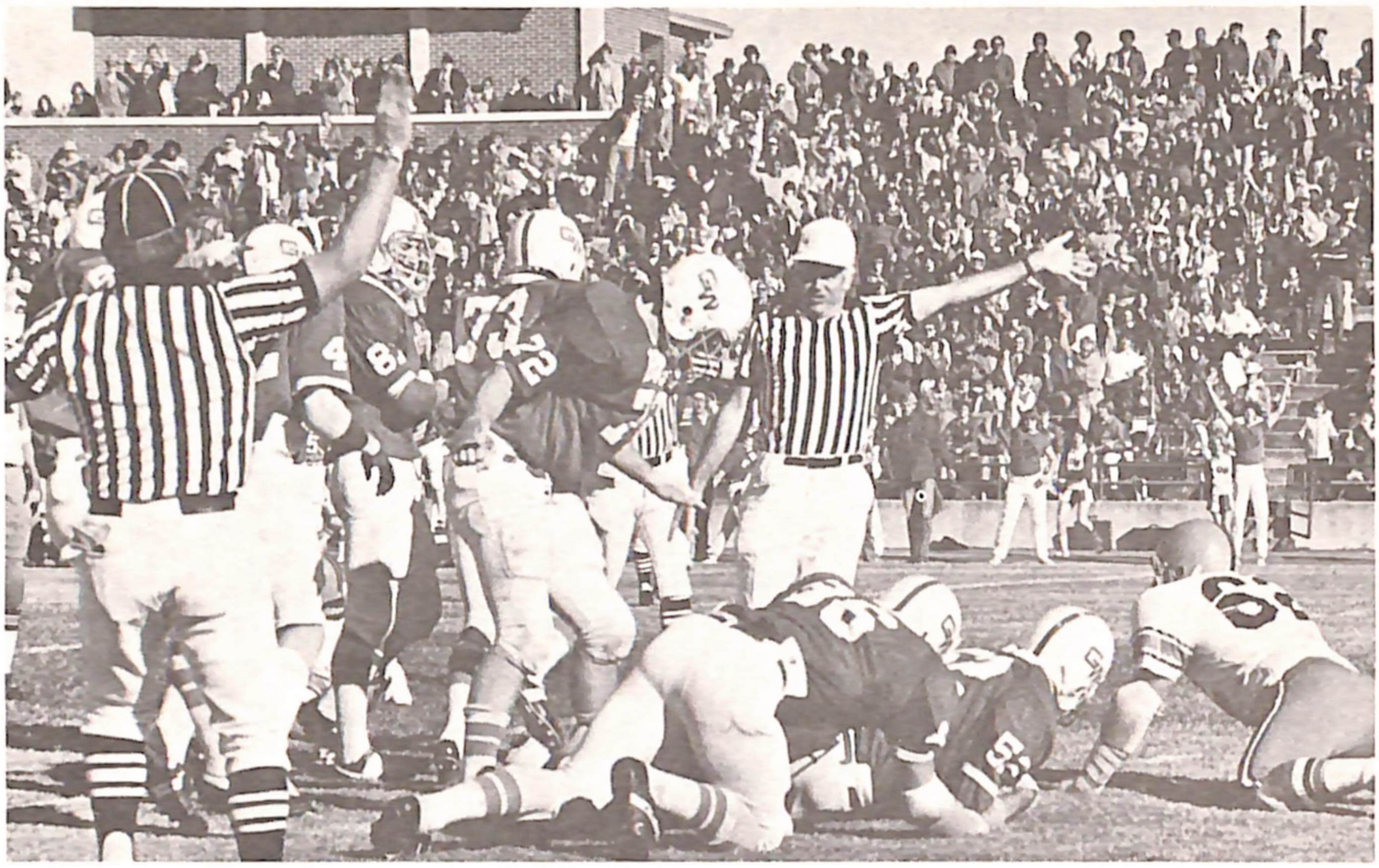
The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: Four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr., of Shelby, North Carolina. They were completely renovated and lighting was provided in 1976. Four additional courts were constructed in 1979.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president. The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner continued the work that her late husband loved — the promotion of Gardner-Webb College.



The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, the building has facilities for biology, chemistry, physics, a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N.C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet of floor space. Interior decoration initially was by Mr. Boyce Grindstaff of Grindstaff's Interiors, Inc. in Forest City, N.C.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr.

Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr.; and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

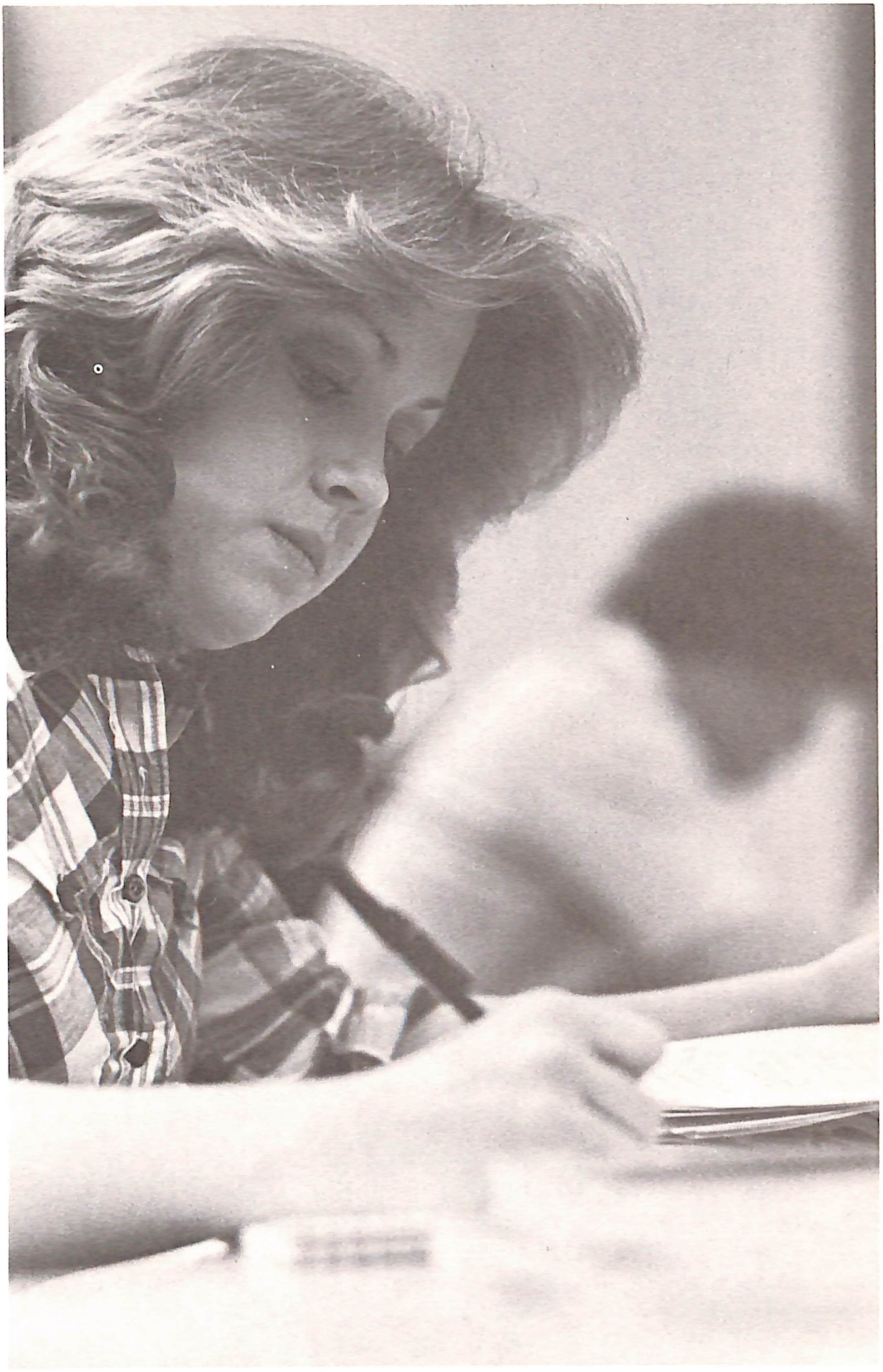
The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel: This graceful and inspiring structure, erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn Hendrix, of High Point, N.C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. WGWG began broadcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 100,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, a trustee of Gardner-Webb College and an advocate of Christian Higher Education. Mr. Craig's widow, his son H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.



Admissions

Admissions

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered by the Admissions Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Acceptance of students for admission to the college does not automatically guarantee their entrance into any particular program of the college. Departmental approval is necessary for entry into any departmental program and/or major.

Gardner-Webb College is committed to its responsibility as a liberal arts college within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of age, sex, handicap, race, color, or national or ethnic origin.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted as soon as possible after the junior year. Those for the spring semester should be received by December 1. Summer school applications should be filed before May 1.

Advance deposits are required of students accepted for first-time admission and former students who have not attended Gardner-Webb for one or more semesters. Details are included in the Financial Section.

Admission of Freshmen

Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. SAT scores from the College Entrance Examination Board or ACT scores from the American College Testing Program.
4. An application fee of $15.

Conditions for Acceptance

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College. English, 4 units; Foreign Language, 2 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; Natural Science, 1 unit; Electives, 4 units.

Advanced Placement

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given advanced placement with credit for the course covered by the test.

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

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

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Academic Dean, and 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 objectives and program.

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

Gardner-Webb's curricular program responds to the needs of service men and women in all of the following ways:

1. Flexible entrance requirements in regard to age, class rank, test scores, and transfer credit.
2. Special academic assistance through tutorial and diagnostic services in some instances, as well as through counseling programs.

3. Transfer of credits earned through USAFI, CLEP, Advanced Placement, and in some cases, challenge examinations and evaluation of military experiences for college credit. A liberal policy is also maintained regarding transfer of credits from other regionally accredited institutions.
4. A minimum of residence study for service personnel (in some instances as little as one academic year).

Service personnel who enroll at Gardner-Webb College under the institution's present policies will retain the adherence to such a commitment, even if the college for any reason discontinues its membership as a Servicemen's Opportunity College.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.*
3. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
4. An official transcript from each institution attended.
5. An application fee of $15.

Conditions for Acceptance

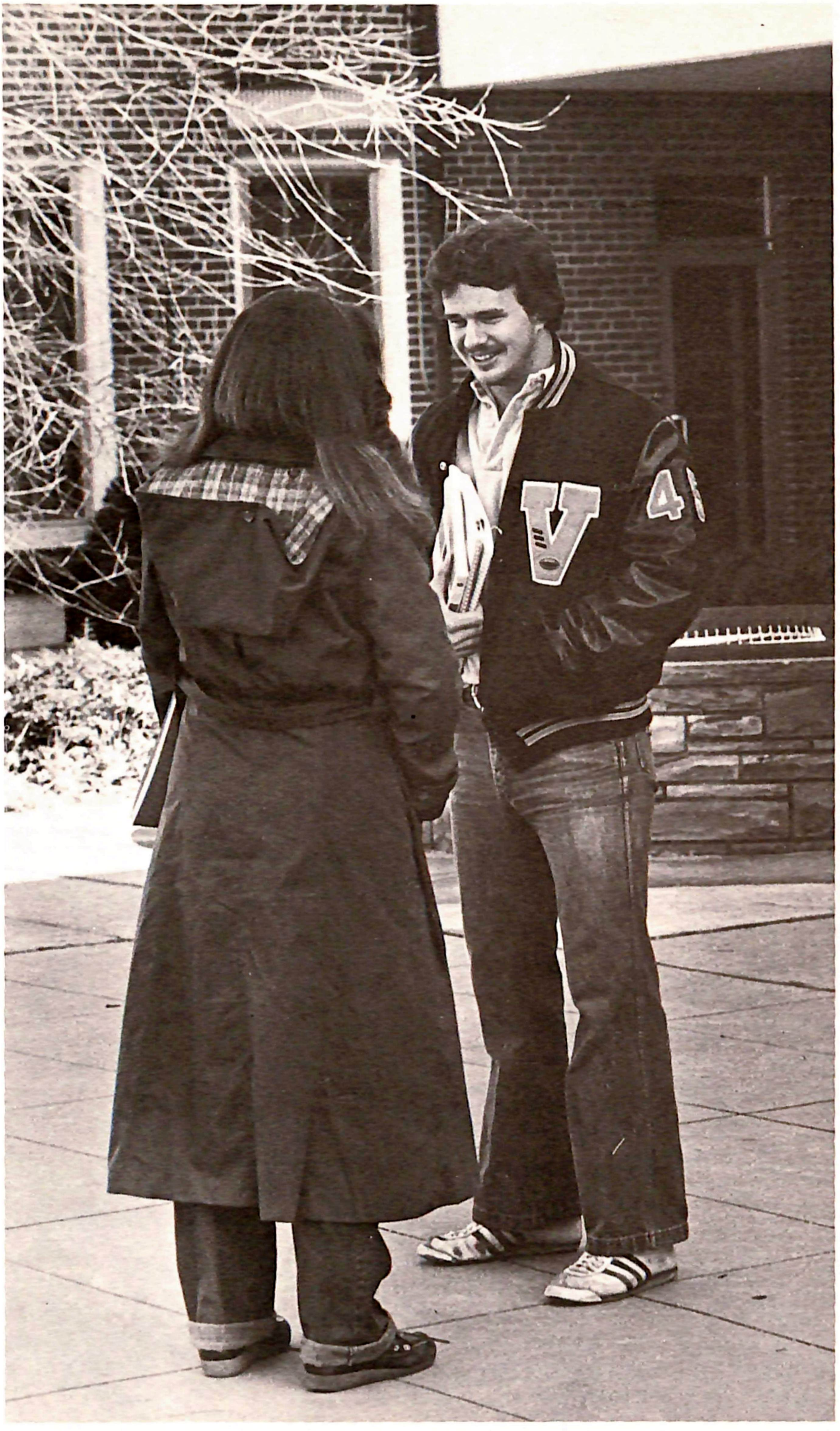
The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

Advanced Standing

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was

**Students who have successfully completed one or more quarters or semesters at another institution may be excused from this requirement.*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earned. Determination of courses which are considered as college-level is at the discretion of the Academic Dean.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours of subsequent study must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

Readmission of Former Students

Students who are not in attendance for one or more semesters or withdraw during a semester for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.

Those regulations concerning the advanced standing of transfer students apply to these students.

Admission of Other Students

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit: (a) College Graduates; (b) Rising High School Seniors
2. Non-Credit: (a) Music Students; (b) Auditors; (c) Others

Foreign Students: In order to be considered for admission to Gardner-Webb College, foreign students must submit documentation of their ability to read and write the English language. They should do so by submitting one of the following: (The scores listed are the minimum acceptable.)

1. ELS Language Center (Level 109)
2. Michigan Test Score (50 percentile)
3. TOEFL (score of 500)

No acceptance or Form I-20 will be made until one of the above measures with at least the minimum score is received by the Admissions Office.

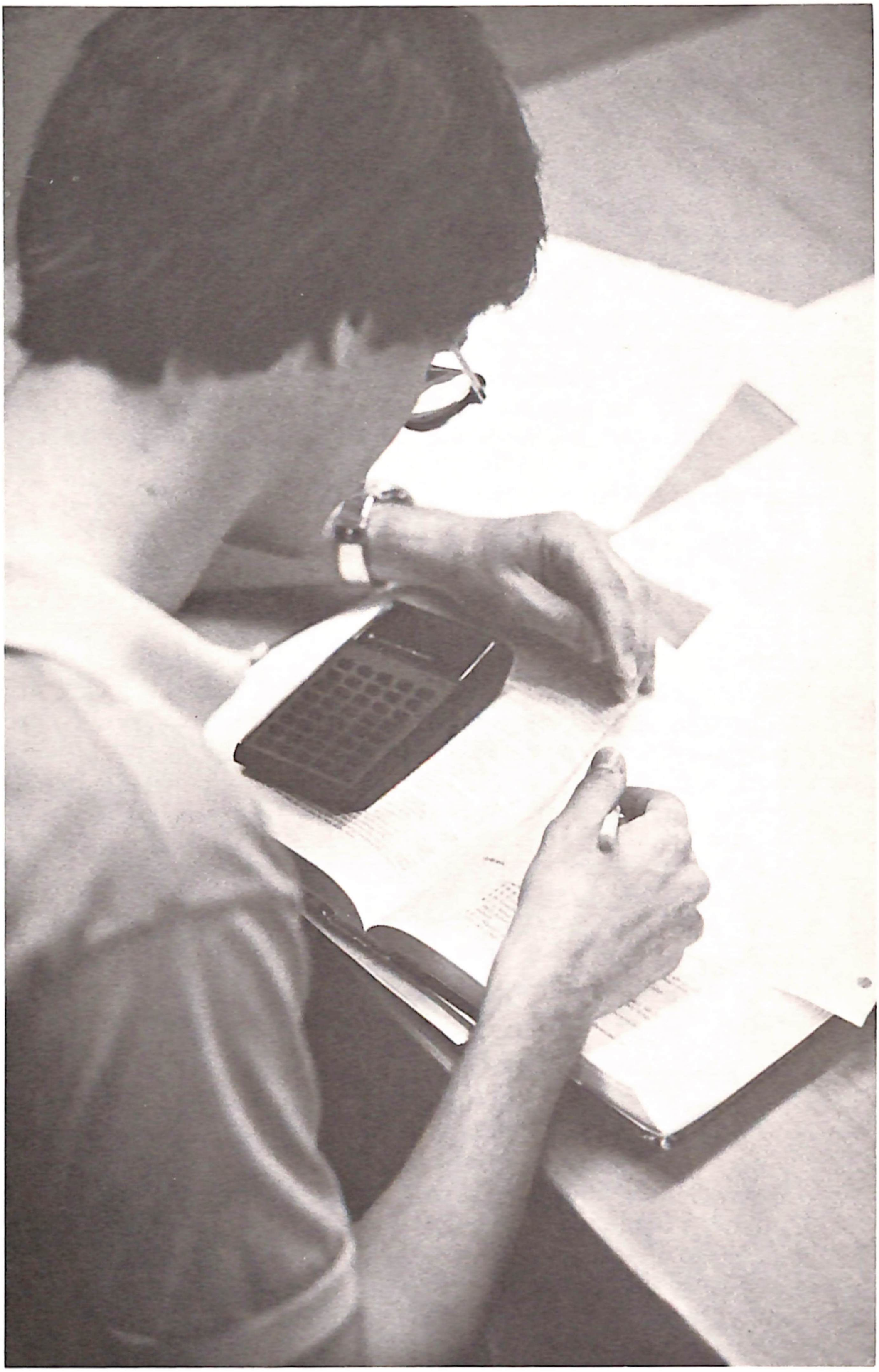
Admission to Graduate Study

The Dean of Continuing Education and Summer School should be contacted for details concerning admission to graduate study.

The requirements for admission to graduate study are:

1. Submit an application form to the Dean of Continuing Education and Summer School. A $20 non-refundable processing fee is required.
2. Submit an official transcript of all previous academic work beyond the high school sent directly from each institution attended.

3. Hold a bachelor's degree from an accredited college or university.
4. Report satisfactory scores on either the Graduate Record Examination, National Teachers Examination (Common and Area examinations), or Miller Analogies Test.
5. Obtain three professional references.
6. Hold North Carolina teacher certification or equivalent. An applicant may be admitted to graduate study by completing requirements prior to graduation.
7. Schedule a personal interview.



Financial Information

General Statement: Because economic conditions fluctuate, the college 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.

Payment of Account: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

Charges: Support through the Baptist State Convention of North Carolina, the Independent Grant Fund of North Carolina, the North Carolina Tuition Grants, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

Item	**Per Semester**
Tuition	$1325.00
Board*	See Below
Room Rent:	
Air-Conditioned — Deluxe Dormitory	355.00
Air-Conditioned — Mobile Units	325.00
Regular Dormitory and Community Housing	285.00
Special Fees	
Music — Piano, Voice, Instruments (Private)	
Two lessons (1 hour) per week	165.00
One lesson (½ hour) per week	95.00
Music — Organ (Private)	
Two lessons (1 hour) per week	175.00
One lesson (½ hour) per week	100.00

Students wishing to take more than two private lessons per week will be charged an additional $70 per lesson for Piano, Voice, and Instrument and $75 per lesson for Organ.

Class Instruction in Applied Music (Piano, Voice, Guitar)	35.00
Data Processing	25.00
Art	40.00
Other Charges	
Application fee (non-refundable)	15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00

**Board – The college offers a choice of two meal plans; a 5-day Mon-Fri., and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $435.00 to $475.00 each semester.*

Make Up Final Exam 5.00
Vehicle Registration 20.00
Transcripts (first copy is free) .....each 2.00

Due to the difference in individual class schedules, it is not possible to determine in advance the cost of books and supplies. However, books and supplies normally cost between $80.00 and $110.00 per semester, depending upon the courses taken each semester.

1. Students taking less than 12 credit hours will be charged the credit hour rate ($80).
2. Students taking 12 to 18 hours inclusive will be charged full tuition.
3. Students taking over 18 credit hours will be charged full tuition plus the cost per credit hour for every hour over 18.
4. Evening College students are charged at a rate of $50 per semester hour for evening classes only.
5. Graduate students are charged at a rate of $50 per semester.

No special permission is required for students taking more than 18 credit hours.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge. Area residents not desiring college credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Advanced Deposits: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester, Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

Refund Policy: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester, and the fees collected are used to meet these commitments, most of which continue throughout the year. *Registration in the college is considered a contract binding the student and his/her parents for charges for the entire semester.*

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to reenter, a pro-rata refund of tuition, fees, room, and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should

the student choose a cash refund, one-half (½) pro-rata will be granted on tuition, until one (1) week after mid-term report.
3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

Financial Assistance

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

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares favorably with other well recognized institutions. This may be accomplished by advanced planning with the college's Financial Aid Office. The several possibilities of creating a ''package'' plan may include various combinations of scholarship awards, grants, loans, and other aid sources. Students having financial needs should contact the Financial Aid Director.

Procedures for Applying for Financial Assistance

1. File an application for admission to the college with the Director of Admissions.
2. File a financial aid need analysis form with one of the two companies listed: (1) American College Testing Program (Family Financial Statement); (2) College Scholarship Service (Financial Aid Form). Forms may be obtained from the Financial Aid Office at Gardner-Webb College or from a high school guidance office.
3. Arrange to come to the campus for a personal interview when requested by the Financial Aid Committee.

Financial Aid Awards are made when the applicant has been accepted for admission and has paid the reservation deposit to the college.

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

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

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Box 955, Gardner-Webb College, Boiling Springs, NC 28017.

Gardner-Webb College Scholarships

Academic Scholarships

Gardner-Webb Presidential Scholarships: Each year nine students from the entering freshman class are selected as Presidential Scholars. This scholarship program is named in honor of the nine presidents of Gardner-Webb College. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive Presidential Scholar recognition, a student must be nominated by a friend of Gardner-Webb College, and selected by the Presidential Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient achieves an outstanding level of scholarship and continues to demonstrate strong leadership ability and commitment to service while at Gardner-Webb College.

Gardner-Webb Honor Scholarships: The applicant must rank in the upper 10 percent of his/her high school graduating class. The range of these scholarships is $500 to $1,000 each year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on credit courses taken.

Gardner-Webb Trustee Scholarships: The applicant must rank in the upper 25 percent of his/her high school graduating class. The range of these scholarships is $300 to $700 each year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: The applicant must rank in the upper 25 percent of his junior college graduating class. The range of these scholarships is up to $500 each year for a resident student and up to $300 each year for a commuting student.

Christian Service Scholarships

Charles I. Dover Scholarship: The Dover Foundation through a gift of $10,000 in 1976 has endowed a $600 annual scholarship for a student preparing for a full-time church-related vocation. The recipient will be known as the Charles I. Dover Scholar. The award is made by the Executive Committee of the Christian Service Organization. It is based on dedication to the cause of Christianity, character, scholarship, and need, without regard to race or denomination. Application may be made through the Christian Service Organization.

Christian Service Organization Scholarships: The Christian Service Organization of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual $250 scholarship provided he or she maintains a 2.5 quality point ratio on all work attempted and provided he or she submits the application by July 1 for fall semester and December 1 for spring semester.

F.O.C.U.S. Scholarships: The Fellowship of Christians United in Service gives four $200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Financial Aid Committee.

Guarantee of Financial Assistance to Ministers' Dependents Scholarships: Gardner-Webb College guarantees that the spouse, child or legal dependent of ordained/licensed ministers will receive at least $1,500 per year in financial assistance to attend Gardner-Webb. For further information contact the Financial Aid Office of the college.

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the State Acteens Director, Baptist State Convention, P.O. Box 26508, Raleigh, NC 27611 before April 1.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aid program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the Baptist State Convention, Brotherhood Department, P. O. Box 26508, Raleigh, NC 27611 before April 1.

Endowed Scholarships

The Fred L. and Sallie N. Abrams Endowed Memorial Scholarship Fund: Established in 1978 by Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A Roddy, and Mrs. Floy A. Bryant; children of Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church Community of Rutherford County. The earnings from the endowment are to be awarded annually on Awards Day to a needy and worthy student studying for the ministry. Determination of the recipient is to be made by the College Scholarship Committee through established financial need procedures.

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is used to aid worthy young men and women attending Gardner-Webb College.

Lena Niven Ayers Christian Vocation Scholarship Fund: Established in 1975 by Mr. and Mrs. John F. Ayers, Jr. of Charlotte, North Carolina in loving memory of Mr. Ayers' mother, Mrs. Lena Niven Ayers. The funds are to be distributed to needy students pursuing a full-time Christian vocation.

C. L. Beam Memorial Scholarship: In 1966 Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created an endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina, and the late Mr. Berry, to help worthy and needy students as determined by the Financial Aid Committee of the College.

The Minerva C. Bland Endowed Memorial Scholarship Fund: Established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina, both of whom graduated from Gardner-Webb College, to honor Minerva C. Bland. The purpose of the fund is to provide scholarships to worthy and needy students.

C. A. Brittain Memorial Scholarship: Established by Mrs. C. A. Brittain in 1977 in memory of C. A. Brittain of Casar, North Carolina. The scholarship fund has been established to express a commitment to Christian Higher Education. Awards are to be made to music students who are in need of financial assistance as determined by the college through established financial need procedures.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property to the college for the puspose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded.

Mrs. Cora C. Costner Memorial Scholarship Fund: This fund was established in 1976 by Mr. and Mrs. W. F. Parker, daughter and son-in-law of Mrs. Costner. Preference will be shown in awarding the grant to students from Cleveland and Rutherford counties.

Beulah Rimmer Craig Scholarship Fund: Established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, North Carolina to express her commitment to Christian higher education and world missions. The scholarship will provide financial aid to international students committed to the Christian way of life and who exemplify high Christian ideals or to sons or daughters of missionaries. Recipients must be full-time students preparing for full-time Christian service and will be selected according to guidelines established by the Financial Aid Committee of Gardner-Webb College.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart, a long-time trustee and benefactor of the College.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr., Memorial Scholarship Fund: In 1962, J. R. Dover, Jr., made an initial gift of $5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of Mr. Dover.

Catherine Clime Falls and John Zimini Falls, Jr., Endowed Fund: Established by Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller in memory of Catherine and John Z. Falls. The recipient(s) will be decided by the Financial Aid Committee of the college.

The Gaston Memorial Education Fund: Established by W. F. and O'Neil Gaston of Belmont, North Carolina in 1978 to honor Albert Forest Gaston and wife, Vera L. Gaston and to express a commitment to Christian Higher Education. The purpose of the fund is to provide financial aid for needy and worthy students at

Gardner-Webb College who intend to dedicate their lives to full-time Christian service. Recipients must be full-time students. Preference for financial aid from this scholarship fund will be given to qualified applicants from First Baptist Church, Belmont, North Carolina. If there are no qualified applicants from First Baptist Church, Belmont, North Carolina, the scholarship fund may be awarded to other qualified applicants.

Joseph W. Geddes Engineering Scholarship: In 1971 the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Mr. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is used to assist worthy students from the Cabarrus County area.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Earle A. Hamrick, Sr., Memorial Scholarship: This scholarship was established in loving memory of Mr. Earle A. Hamrick, Sr., by his wife. Mr. Hamrick was an outstanding community and textile leader in Cleveland County, North Carolina area. Mrs. Hamrick, in establishing the scholarship, requested that qualified students from the Haywood County area be given first consideration in awarding the scholarship.

Thomas B. Hamrick Endowed Scholarship Fund: This is an endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

The Hardin Memorial Education Fund: Established in 1979 by Mr. and Mrs. Billy V. Hardin in memory of Mr. Woodrow Hardin. The scholarship will be awarded according to established financial need procedures to needy and worthy full-time students who intend to dedicate their lives to full-time Christian service. The recipients of this financial aid should exemplify the highest Christian ideals and be committed to the Christian way of life.

A. D. and Ruth Park Harmon Memorial Scholarship Fund: Established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at the Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is given to students entering full-time Christian service.

L. R. Harrill Merit Scholarship: Established by the late L. R. Harrill of Raleigh, N. C. The income from this scholarship fund will be used for financial aid for a student or students preparing for service in the foreign mission field through the Foreign Mission Board of the Southern Baptist Convention. The fund may be used

also for aid to students who have returned from foreign mission service and who are on a study leave.

Clara Katherine Vickers Head Memorial Scholarship: Established in 1979 through income from the estate of Clara Katherine Vickers Head to fund a scholarship for needy students from Rutherford County who plan to become ministers or missionaries or similar church-related vocations.

Carl E. Jolley Memorial Endowed Scholarship Fund: Established by the family and friends of Carl E. Jolley. This is an open fund and may be added to at any time. The scholarship is to be awarded to a student who is interested in studying mathematics or computer science.

M. G. Martin Endowed Scholarship Fund: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, created the M. G. Martin Memorial Scholarship. The fund is used for the education of ministerial students.

Randolph Martin Endowed Scholarship Fund: This scholarship fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income is used to provide scholarships for young men and women who are unable to pay to attend Gardner-Webb College.

Viola B. McEwen Memorial Scholarship: Established in 1979 through income from the estate of Mrs. Viola B. McEwen (Mrs. Neal M. McEwen) to be used for the purpose of scholarships for worthy and needy ministerial students or students majoring in the field of Christian education.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: Mr. and Mrs. M. A. (Brick) Morris made a gift to the college to endow a scholarship fund to aid students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc., Endowed Scholarship: In 1970 an endowed scholarship fund was established by Porter Brothers, Inc., of Shelby, North Carolina. Income from the fund is used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, former president of Gardner-Webb College. The scholarship is awarded to needy students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students are assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Albert D. Raines Memorial Scholarship Fund: Established by Mrs. Doris Raines in 1979 to honor her husband and express a commitment to Christian Higher Education. The scholarship will be awarded by the College through

established financial need procedures to students studying nursing with a preference for students from South Carolina who are in need of financial assistance.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr., of Shelby, North Carolina, this scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Income from this scholarship is used to assist needy students at Gardner-Webb College.

D. W. Royster, Sr., Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this fund was established to honor his memory. The recipient is chosen by the Financial Aid Committee of the college.

M. E. Shell Endowed Scholarship Fund: Established in 1979 by Mr. and Mrs. M. E. Shell of Valdese, North Carolina. Scholarships will be awarded according to established financial need procedures to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education.

Spangler Music Scholarships: Named in honor of Eloise and Evelyn Spangler of Shelby, North Carolina. Auditions are held annually for merit scholarships of varying amounts in all areas of music. Scholarships are renewable based on satisfactory progress in both music and in academic standing. Contact the Chairman of the Department of Fine Arts for qualifications and audition procedures.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship: Established by Earl W. and Evelyn H. Spangler of Shelby, North Carolina in 1979 to express a commitment to Christian Higher Education and to manifest an interest in assisting students with the potential for leadership. The scholarship will be awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for, general practical leadership. A selection committee, headed by the President of Gardner-Webb College, will select the recipient. The recipient will receive an award up to $1,000 to recognize the recipient's achievements and potential.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. It is awarded to a needy and worthy student.

Lee B. Weathers Endowed Scholarship: Established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb College. Grants are to be awarded by the college through established financial aid procedures with preference being given to students interested in journalism, public relations, or college publications. Also, children of any employee of the Shelby Daily Star that applies, shall be given preferential consideration if determined worthy by the College.

Margaret Young Memorial Scholarship Fund: In 1966 Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleeen Alexander Carpenter, all of Salisbury, North Carolina, created an endowed scholarship as a memorial to Margaret Young. It is to be awarded to needy students.

Other Endowed Scholarships

J. R. Cantrell Endowed Scholarship Fund; O. P. Hamrick Endowed Scholarship Fund; Jack Hunt Endowed Scholarship Fund; Mr. and Mrs. Everette G. Spurling Endowed Shcolarship.

Annual Scholarships

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb College.

College Woman's Club: This is a $100 scholarship given by the College Woman's Club to a worthy and needy student.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S. C. Harrill of Lattimore, North Carolina, present a $350 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church, provided at least a ''C'' average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives a $500 scholarship annually for a ministerial student. This scholarship is awarded to a needy, worthy student who plans to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Mrs. J. Thurman Lewis and the late Dr. Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meridian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr., of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: Established by State Representative Edith Lutz of Cleveland County to use her $1,200 legislative salary increase to establish scholarships at Gardner-Webb College. Three scholarships will be awarded to a student from each of the three counties of Cleveland, Polk, and Rutherford. The scholarships will be based on financial need and will be available as long as her career in the State House lasts.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanley County. However, all scholarships must be awarded to worthy students of North Caorlina.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Frederick Swift, to an able and deserving ministerial student.

Gardner-Webb College Loan Funds

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions, such as signing the promissory note, are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.
2. The maximum loan for an academic year cannot exceed the tuition cost.
3. Terms of the loan:
   (a) Repayment begins six (6) months after termination of education at Gardner-Webb College.
   (b) The repayment rate averages $30 monthly plus interest.
   (c) The rate of interest is seven (7) percent of the unpaid balance.
   (d) The borrower is responsible for any litigation fees incurred because of delinquency.
4. The student must reapply when additional funds are needed since loans are not automatically renewed.

Loan Funds

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970, by the Department of Business Administration for majors within the Department who are having difficulty financing their education. The amount of the loan should not exceed the tuition cost and is available to juniors or seniors who have established their major.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb College. This amount is used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used for assistance to worthy young men and women with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Boiling Springs Baptist Church Loan Fund: In 1973 Boiling Springs Baptist Church established a student loan fund to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount, plus interest, after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: Established in 1949 by J. Herbert Bridges of Charlotte, North Carolina for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students.

Beuna B. Carpenter Floral Loan Fund: The fund was established to assist those who are preparing for any phase of full-time Christian service.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina, bequeathed stock to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr., of Shelby, North Carolina, to assist needy students in acquiring a Christian education.

Hubert C. Dixon Mathematics Loan Fund: This fund was established in December, 1975, to provide a source of financial assistance to Junior and Senior Mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon who served Gardner-Webb College well in many capacities for forty-one years.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students.

Mr. and Mrs. Eugene Elmore Loan Fund: Established in 1977 to assist students studying for the ministry, religious education, or minister of music. Loans are to be made according to need as determined by the college through established procedures.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina, to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund in 1972, in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: This student loan fund was established by Mrs. T. R. Hendrix, Sr., and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, established a student loan as a memorial to their son, Marion Hinson.

J. D. Huggins Memorial Loan Fund: This fund was established October 25, 1975, by Mr. Hanson D. Powers, Sr., in memory of Mr. J. D. Huggins, Sr. It is used to grant loans to worthy and needy students.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. This fund is used to aid needy and deserving students.

Ada Harris Knowles Loan Fund: The fund was established by Mr. Tom Knowles of Belmont, North Carolina, in 1968 in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy was a Gardner-Webb ministerial student in whose memory this fund was created in 1974 by his wife and daughter, and includes memorials from relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan.

John Maclaren Lawrence Memorial Loan Fund: In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Caorlina, established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina, specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: Established in 1956 by Gardner-Webb students, faculty members, and friends in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Memorial Loan Fund: Established by the late Reverend and Mrs. H. M. Stroup of Spruce Pine, North Carolina. The income is used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Rush Stroup Loan Fund: Mrs. Mae Cline Stroup of Shelby, North Carolina established this fund in 1947 in memory of her husband, Rush Stroup. Mrs. Stroup, a trustee of the college, was awarded the degree, Doctor of Humanities, in May, 1976. The fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Mr. and Mrs. J. O. Terrell Loan Fund: This fund was established by Mr. and Mrs. J. O. Terrell in 1954 to provide financial assistance to those students who without such assistance would be unable to continue their education. Mr. Terrell was a long-time professor, dean and vice-president of the college. Loans are made by the Financial Aid Committee of the college with need as the only restriction.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974. The loans are made to students in the Gardner-Webb Nursing Program. The recipients must meet the standards of the college and be in need of financial aid. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Foundation Loan Fund: In 1953 A. T. Withrow of Charlotte, North Carolina, established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

Other Loan Funds

Charles Andrews Foreign Language Loan Fund; Board of Associates Loan Fund; Cove Creek Baptist Church Loan Fund; First Baptist Church, Shelby, North Carolina; Gastonia Altrusa Loan Fund; Mr. and Mrs. Colemen Goforth Loan Fund; Gold Loan Fund; Dr. C. H. Harrill Loan Fund; Independence National Bank Loan Fund; G. W. and N. B. Kendrick Loan Fund; L. & R. Oil Company Loan Fund; Logan Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Scism Loan Fund; Shelby

Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T. M. Stanback Loan Fund; Mrs. Fields Young, Sr., Loan Fund.

College Work Program

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the need analysis form from either College Scholarship Service or American College Testing Program. Applications should be submitted by April 1. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

The U.S. Office of Education supports the following five programs of student assistance:

1. Basic Educational Opportunity Grants
2. Supplemental Educational Opportunity Grants
3. College Work-Study
4. National Direct Student Loans
5. Guaranteed Student Loans

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs. Any student assistance received by a student under Title IV shall entitle the student receiving it to payments only if: (1) that student is maintaining satisfactory progress in the course of study he is pursuing, according to the standards of Gardner-Webb College; (2) that student does not owe a refund on grants previously received at Gardner-Webb, or is not in default on any loan from a student fund at Gardner-Webb or a loan made, insured, or guaranteed by the Commissioner under this title for attendance at Gardner-Webb College.

Basic Educational Opportunity Grant (BEOG) Program: The Basic Grant Program is an entitlement program. This means that all students who are eligible will receive Basic Grant Awards. The eligibility and actual amount of the aid is determined by the Office of Education. The official notification of the eligibility index number is called the Student Eligibiliy Report (SER). The report should be submitted to the financial aid office and the amount of award available will be calculated. The maximum amount available through this program annually is $1,800.00.

Supplemental Educational Opportuntiy Grant (SEOG): This program is for students of exceptional financial need who, without the grant, would be unable to continue their education. Applicants are eligible to apply if they are enrolled at least half time at Gardner-Webb College. Awards range from $200 to $1,500 per year and are not to be repaid.

College Work-Study Employment: The college participates in the College Work-Study Program to provide jobs for students who have great financial need and who must earn a part of their educational expenses. Jobs are arranged on campus or off campus with a public or private non-profit agency, such as a hospital, library or recreational facility.

National Direct Student Loan (NDSL) Program: These funds are for students who are enrolled at least half-time and who need a loan to meet their educational expenses. A student may borrow up to a total of $5,000 with repayment beginning nine (9) months following graduation or separation from the college for other reasons. During the repayment period three (3) percent interest will be charged on the unpaid balance of the loan principal.

The only application needed for the four (4) programs above is either the Financial Aid Form (FAF) from College Scholarship Service or the Family Financial Statement (FFS) from American College Testing Program. These forms are available after January 1 each year in the Financial Aid Office, Gardner-Webb College, or from high school guidance counselors. The applications should be submitted by April 1.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a State or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of $2,500 per year, $7,500 total, and a maximum interest rate of seven (7) percent must be observed.

The Federal Government will pay the interest on these loans for students until they begin repayment. Payments begin between nine (9) and twelve (12) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan. Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies and Regional Offices of the U.S. Office of Education. Applications must be submitted before June 1 each year.

State Assistance Programs

College Foundation Loan Program: Residents of North Carolina enrolled full-time may borrow up to $2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority, and the Federal Government pays the interest during the study and grace periods. Applications may be secured from the Financial Aid Office at Gardner-Webb College or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The awards will provide up to $475 to each eligible student during an academic year. To qualify for a NCLTG award a student must:

1. Be legal resident of North Carolina for the purpose of tuition payment under the terms and conditions of the Residency Manual of the University of North Carolina,

2. Be enrolled full-time as an undergraduate student in a North Carolina private college or university, and
3. Be certified by an approved institution as to eligibility and enrollment.

In addition to the above grant program, North Carolina residents may qualify for additional assistance from the State if they show need based on their filing of either the forms provided by College Scholarship Service or American College Testing Program (see Procedures for Applying for Financial Assistance).

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate ''substantial financial need'' as determined through the need analysis system of either the College Scholarship Service or American College Testing Program. The amount of each grant will be based on the individual student's demonostrated financial need in relation to resources and cost of education but may not exceed $1,500 per academic year.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State to assist them in their education. The award is $900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

Private Assistance Programs

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina College and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., P. O. Box 5367, High Point, N. C. 27262. Applications must be received no later than April 15.

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and parent Life Insurance, which guarantees funds for the student's education to continue. Additional information is available from the Business Office.

Student Life & Services

Student Life

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized house council directly related to AWS.

Male House Councils: The Male House Councils are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. *Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.*
2. *Theft* or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality,* engaging in lewd, obscene or offensive behavior, speech or writing.

4. *Use or possession of alcholic beverages or drugs* on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages, beer, and/or drugs.
5. *Gambling* in all forms.
6. **Abuse* — Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and/or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the College Community nor any guest of the College Community on institutional premises or at College related activities.
7. *Appearance — Men and Women* — neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed. (See Campus Dress Code for specific details.)
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.
9. *Disrespectful and/or insubordinate behavior,* failure to respond to an official notice from an administrator, faculty, or SGA officer.
10. *Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reveiwed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Dean of Students. Clubs and organizations pertain to student life, academic disciplines, and religious, honor or special services.

Religious Activities

The college hopes that every student will find a place in the religious life of the campus and community. Many students become active in area churches as well as campus-sponsored religious activities. The College Minister's office will assist in locating churches and in publicizing the numerous opportunities for Christian growth on and off the campus.

**The student is advised that Hazing in any form is prohibited as per North Carolina Statute: 14-35.*

Weekly required convocations enable the entire student body to come together, contributing to the distinct quality of life at Gardner-Webb. Programs feature outstanding guest speakers who address the intellectual, cultural, and spiritual life of the campus. A religious emphasis week is held each semester planned under the supervision of the faculty's Religious Activities Committee. Students have extensive opportunity to participate in shaping these weeks.

The Baptist Student Union and its various member clubs (Ministerial Alliance, Religious Education Club, Mission Fellowship, Baptist Young Women, Fellowship of Christian Athletes, Discipleship Groups, and Collegiate Gospel Choir) invite all students to participate in their programs and outreach ministries: weekend revivals in the churches; jail, prison, hospital, and rest home visits; and tutoring. While the clear majority of our students are Baptists, we strive to keep ourselves genuinely open to students of other denominations and to those who have no affiliation.

The College Minister coordinates the various religious activities and seeks to minister to all segments of the college family. In addition, the Director of Church Relations enables the college to express its kinship with individual churches and the North Carolina Baptist State Convention. Through this office, Gardner-Webb people and programs are taken into the churches throughout the region.

In 1977, the college established the B. E. Morris Biblical Scholar Program which brings to the campus each year prominent scholars and pastors. The B. E. Morris Lecturer spends a full semester on campus teaching courses and counseling with students and area pastors.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunities of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

"The Web," the college yearbook; "The Pilot," the student newspaper; the Student Handbook; and "Reflections" are publications edited by the students of the college. "The Web," the bi-monthly alumni publication, is distributed to alumni, parents and other friends.

Athletics

Intercollegiate: The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, volleyball, and golf. Students are given ample opportunity to try out for these teams.

Intramural: A full staff of qualified coaches and physical education professors work diligently to provide the type of athletic program that will benefit the student

preparing for a full life after graduation from the college. The purpose of the Intramural Program is to provide an opportunity for each student to participate in athletic competition — in a team, dual, or individual activity — of his or her choice. A wide variety of sports and activities is offered.

Student Services

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with the President of the College bringing the message. The parents of all new students are encouraged to attend this service and the special Parents' Orientation period later in the day.

Monday through Monday activities include a convocation of all new students, various group sessions during which time they will undergo a diagnosis of their academic, value and career abilities and interests, testing, academic sessions, registration and picture taking. In cooperation with the Student Government Association various social activities and programs are planned. Classes begin on Tuesday for all students.

No student has completed registration until all the requirements outlined in the orientation and testing schedule have been met.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of the Director of Counseling. The College Minister will also be available for counseling services.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the Office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

Academic counsel is the responsibility of the Academic Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of academic and vocational interests and personal compatability. Students meet with their advisers in group sessions and individual conferences. In addition

to matters relative to the program of study, the student may choose to discuss vocational plans and personal problems with the adviser. The faculty adviser may become a friend with whom the student may confidentially share his problems in every area of life.

The Academic Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of $100 for boarding students and $50 for day students prior to the established deadline for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college approved housing.
4. Unmarried students must live in the college dormitories, college-approved private housing, or in the principal residences of their parents or other close relatives.
5. Unmarried students cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.
6. Unmarried students living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. Unmarried students living in college-approved private housing in Shelby or nearby communities may be considered as day students and are not required to purchase a meal plan.
8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.
9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classifed as day students and are not required to purchase a meal plan.
10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.
11. Any student violating this housing policy or any part of it will be subject to disciplinary action.
12. The college reserves the right to inspect all college-approved housing units.
13. The college reserves the right to make room assignments in the interest of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.
14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.

15. Members of the Housing Committee are Directors of Men's/Women's Services, Dean of Students, Director of Admissions, Business Manager, and two members at large appointed by the President.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Residence halls will open prior to the first day of registration of each semester and will close after classes at the end of the Fall Semester and after Commencement in Spring and Summer. Residence halls will close during vacation periods — Fall Break, Thanksgiving, Christmas, Spring Break, and Easter. Students who arrive before or remain after designated times will be charged an extra fee of $2.00 per day.

Room Assignments: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

Key Deposit: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Housing For Women

James Webb Gardner Memorial Dormitory (Decker Hall): The three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate 120 young women.

Stroup Dormitory: First used during the 1956-57 school year, Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof brick structure, with adequate parlors, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture.

The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

Housing For Men

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963 occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr., and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of the late Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjancent to which is a two-room furnished apartment for the counselor.

Royster Hall: This residence hall, which houses 66 male students, was formerly Royster Memorial Hospital. When construction of Crawley Memorial Hospital was completed in August of 1977, this one-story masonry building was renovated for dormitory use. It is located on the north side of West College Street.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Other Housing

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

Epicure Management Service, Inc. of Rock Hill, South Carolina, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is

located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester or summer term. Two alternate plans are offered: a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College, through its relationship with Crawley Memorial Hospital and Doctor's Building, which are located near the campus, provides a constructive health program for every student. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. Students are charged $3 per visit. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A medical examination for all new students is recommended but not required. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance

All full-time students not otherwise covered by a family or similar policy are required to have health and accident insurance while enrolled at Gardner-Webb College. Such coverage is available through the college for $55 per year. All students will be included in the college policy except those who sign the exemption request form prior to or at the time of registration. There will be no exemptions after that date.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry, and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U.S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. Most residence halls have coin operated washing machines and dryers.

Career Planning and Placement

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and need assistance in career planning are encouraged to visit the office for consultation.

The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form.

All employers and schools utilizing the services of the college Placement Office must certify in writing that they are equal opportunity employers.

Since the services of the Placement Office do not end when the graduate has been placed the first time, all graduates are advised to keep their placement files current.

Career counseling may be obtained by visiting the office of the Director of Counseling Services.

Academic Information

Academic Counseling: Each student entering Gardner-Webb College is assigned an academic advisor in order to counsel the student about curricular requirements and available alternatives. Students with major programs of study already in mind will be advised about the requirements of their intended program. Students undecided about a major program of study will be counseled concerning curricular alternatives available for their exploration.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours.

The normal load for summer school is 6 semester hours or a 4 semester hour laboratory course. No boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 semester hour laboratory course, or with permission of the Housing Committee.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499.

Registration: Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures. A student will not receive credit for any course for which registration has not been completed.

Late Registration: With special permission a student may be registered during the one-week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Academic Dean within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course during the first four weeks of the semester. After the first four weeks of the semester a **WP** (withdrew passing) or **WF** (withdrew failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course. No hours attempted are recorded for the **W** or **WP** grades.

Auditing Courses: Any full-time student may audit a class without charge with the permission of the instructor of the course. Area residents not desiring credit may audit a class, with the permission of the instructor, without charge except where special fees are involved. All auditors must file an application with the Admissions Office.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is

majoring. The college is not obligated to accept credit for any course when prior permission has not been granted. Summer study at another institution cannot be used to improve one's academic standing.

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

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

Academic Appeals. Students may appeal academic decisions by first appealing to the professor making the decision. If the problem of appeal is not satisfactorily resolved, the student may then appeal to the Department Chairman, the Academic Dean, and the Educational Policy Committee in that order. All academic appeals should be made in writing no more than eighteen months after the date of the decision being appealed.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students
   (a) Credit students — College graduates and rising high school seniors.
   (b) Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the professor prior to the absence and plans made for the submission of course work missed. Freshmen and students on Academic Probation are required to attend all class meetings and laboratory sessions, unless excused by the professor.

Students in danger of failing to meet standards set for satisfactory class work due to excessive class absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class. Students missing more than 25% of the class meetings will not receive credit for the course.

Grading System

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

Grading System	Hours 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 (Nursing 206 only)	0	0
I — Incomplete	0	0
W — Withdrew without penalty	0	0
WP — Withdrew passing	0	0
WF — Withdrew failing	1	0

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

A **W** will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a **WF** or **WP** is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

Quality Point Ratio

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

Repeating Courses

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

Examinations and Reports

Final examinations are required in every course at the end of each semester. A student who does not take the examinations at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Reports of the student's progress are made at mid-term and at the end of the semester. These reports are given to the students at the end of each grading period. Only the final semester grade is recorded on the student's permanent record. Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List — Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.7 or better with no grade below C.
2. Honor Roll — Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.7 with no grade below C.

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at Commencement. Other awards are made at the Fall Convocation.

In memory of former Professor J. D. Huggins, the late L. R. Harrill established an award to be given to a male graduate recognized for scholarship and participation in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in college activities.

The winners of these awards are selected by the faculty.

Graduation Honors

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

Baccalaureate degree candidates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude*.

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honor Students.

Retention Requirements

Retaining Membership in the Student Body

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

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

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

Retention Standards

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

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

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

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

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

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

If, at any time, while on academic probation the student's semester *and* cumulative average fall below that required of his class, the student will be placed on academic suspension. The student will be suspended from the college for the next fall or spring semester. At the end of a semester's suspension the student may register again for classes and will be automatically placed on academic probation.

Should a second academic suspension occur, it will be for at least two semesters. On occasion of a second suspension, however, the student may be formally withdrawn from the institution and required to seek readmittance after a one-year absence from the college. Students withdrawn from college are not automatically reinstated upon reapplication.

Summer study at Gardner-Webb College may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study would be treated as an extension of the spring semester. Summer study at another institution cannot be used to improve one's academic standing the semester following enrollment at Gardner-Webb College.

Graduation Requirements

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for Convocation attendance may be applied toward the degree. Other than this, the regulations regarding Convocation are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

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

Each student is responsible for fulfilling all requirements for the chosen degree program. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final year of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours is required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 30 semester hours at this institution.

A student must have a minimum grade of **C** on each course counted toward the Major.

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

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the chosen degree program. Each student must fulfill all the Basic Course Requirements as approved by the Academic Dean or the Registrar and all the requirements for the Major, Supportive Studies, and Complementary Electives as approved by the departmental chairman. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final year of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Program Degrees and Requirements

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to the student majoring in Biblical Literature and Languages, English, French, History, Music, Religion, Social Science, and Spanish. A major in Biology, Business Administration, Chemistry, Early Childhood Education, General Science, Health Education, Intermediate Education, Mathematics, Physical Education, or Psychology leads to the Bachelor of Science degree. A B.S. degree in Medical Technology is awarded in conjunction with the Bowman Gray School of Medicine or the Charlotte Memorial Hospital.

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.

Developmental Program

A program of Developmental Studies in writing, reading and mathematics will be required of all students who enter Gardner-Webb with background deficiencies in any or all of the above areas. The courses in this program will be required in addition to the basic course requirements; however, college credit will be earned for the successful completion of all courses taken in the Developmental Program.

Students who do not progress satisfactorily in the Developmental Program will be subject to academic dismissal from Gardner-Webb College.

General Requirements for the Baccalaureate Degree

	Semester Hours
I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI. Convocation	0-4
Total	128

Basic Course Requirements	Semester Hours Required Group A	Group B	Group C
English 101 and 102	6	6	6
History 101 and 102	6	6	6
Religion 101 and 102	6	6	6
Social Science	6	6	6
Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.			
Fine Arts	3	3	3
Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 225, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.			
Physical Education	2	2	2
Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).			
Foreign Language	0-12	0	0
Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Hebrew 101, 102, 201, 202; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.			
Natural Science	8	16	8
Select from the following: Biology 101 and 102, Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only). For secondary, special, and occupational teacher certification in any subject, Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.*			
Mathematics	3	3	3-9
Group C excludes Mathematics 101 and must include 3 hours above Mathematics 210. To complete Group C with less than 9 hours a student must complete Mathematics 221.			
Total	40-52	48	40-46

**Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.*

Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the Junior year. Registration of the intention to major with a particular department is required. A request is submitted to the chairman of the department. If the request is approved, this information is communicated to the office of the Academic Dean.

The academic counseling of all declared majors within a department is the responsibility of the chairman. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

The student who wishes to choose a different major field of concentration must receive the joint approval of the departmental chairmen concerned and the Academic Dean.

A student may be declared to have a double Major by meeting the requirements of a primary Major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary Major. The two Majors would be mutually supportive or complementary as the case might be, but no course may be counted in both Majors. A student graduating with a double Major would receive only one degree, that of the primary Major.

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with the faculty advisor which are closely related to, but not identical with, the Major. The purpose of these courses is to give a broad base of support to the student's Major or professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to the total academic experience.

The student is at liberty to select Free Electives from any field of study.

Freshmen and Sophomores who are uncertain about their major field of study may follow the program listed below during their first two years.

Freshman

First Semester	*Semester Hours*	*Second Semester*	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion 101	3	Religion 102	3
Convocation		Convocation	1
	16		17

Sophomore

First Semester	*Semester Hours*
Foreign Language	3
Natural Science	4
Social Science	3
Elective	3
Elective	3
Convocation	
	16

Second Semester	*Semester Hours*
Foreign Language	3
Natural Science	4
Social Science	3
Elective	3
Elective	3
Convocation	1
	17

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner-Webb, such as Engineering or Pharmacy, are advised to follow the two-year program listed below.

First Year	*Semester Hours*
English 101, 102	6
History 101, 102	6
Foreign Language	6
Biology 101, 102 or Chemistry 101, 104	8
Mathematics 111, 112	6
Convocation	1
Total	33

Second Year	*Semester Hours*
Biology 101, 102 or Chemistry 101, 104	8
Select one:	6-8
Biology 203, 204	
Chemistry 201, 202	
Physics 201, 202	
Mathematics 221, 222	
Social Science Electives	6
Foreign Language	6
Physical Education	2
Electives	3-6
Convocation	1
Total	34-35

Convocation

Each student is required to attend Convocation during each semester of enrollment at Gardner-Webb College. One semester hour of credit is given for two semesters' attendance at Convocation, and a maximum of four semester hours credit for Convocation may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Convocation must complete the required 128 semeter hours by taking additional hours credit. Three absences per semester are allowed for which the student is not accountable. Excuses for Convocation absences must be submitted to the office of the Academic Dean for approval. Excessive absences will cause the student to be subject to the loss of all academic credit for the current semester.

Course Descriptions

Department of Business Administration

The Department of Business Administration accepts candidates for the Bachelor of Science degree with concentrations in accounting, management, management information systems, and office administration and procedures.

Business majors must earn a grade of C or higher in all business courses.

The major purposes of the Department are: (1) career preparation for business and office occupations, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to contribute to the attainment of economic efficiency.

Degree Requirements

The Bachelor of Science Degree With a Major in Business Administration	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The Mathematics requirement must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, may satisfy the Social Science requirement. Business Education 307, or 308, or tested proficiency in typing is required.	
MAJOR	30
Accounting 213, 214; Finance 312; Management 316; Business Administration 325, 310, 480; Marketing 318; Statistics 307 and Management Information System 241.	
SUPPORTING STUDIES	15
COMPLEMENTARY ELECTIVES	15
Any elected area(s) not directly related to the Major, as approved by the faculty advisor.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Courses to be taken in Supporting Studies and as Free Electives to meet requirement.

Accounting. Accounting 313, 314, 315, 425, 435, and 450.

Management. Management 400, 403, and 416. Business Administration 460 and Finance 301 or Economics 311.

Management Information Systems. MIS 242, 351, 352, 353, and 371.

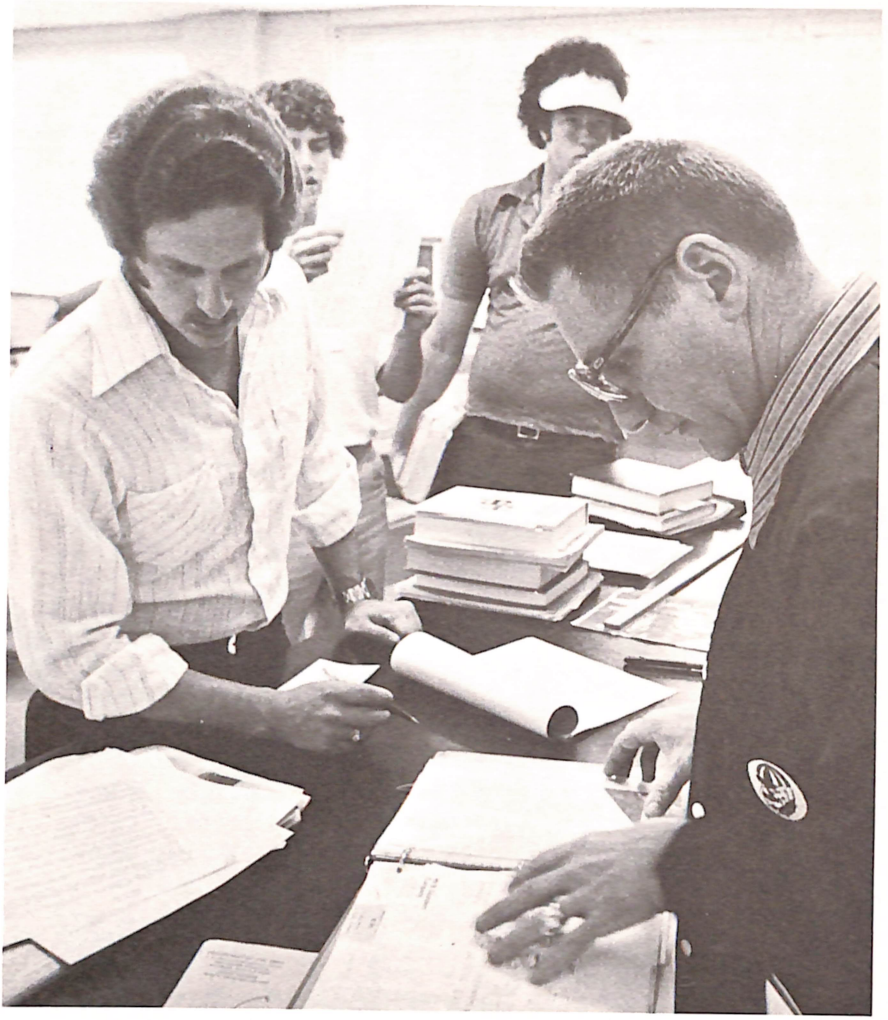
Office Administration and Procedures. Business Education 305 and/or 306, 403, 404, 405, 406, 407, and 408.

The Bachelor of Science Degree With a Major in Business Administration with Preparation for Secondary (9-12) Teacher Certification — **Semester Hours**

The department requires a 2.50 QPR and the approval of the Chairman of the Department for entrance into the teaching program. A grade of C or higher is required in all business courses.

BASIC COURSE REQUIREMENTS (Group A, B, or C) 40-52

The Mathematics requirement must be met by taking Mathematics 112 or 221. Economics 203 and 204, which are required, may satisfy the Social Science requirement. Business Education 307, 308, or tested proficiency in typing is required. The Natural Science requirement must be met by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.



MAJOR	30
Accounting 213, 214, Business Administration 310, 325, Business Education 403, 430, Finance 312, Management 316, Marketing 318 and MIS 241.	
SUPPORTING STUDIES	15-25
The concentration in Basic Business requires Accounting 313, Economics 311, Finance 301, Management 400 and MIS 242. (Note: Six semester hours of typewriting are required to be certified to teach typewriting in North Carolina.) The Concentration in Business Education requires Business Education 305, 306 and/or 405, 406, 404, 407 and 408.	
COMPLEMENTARY ELECTIVES	33
For teacher certification: Business Education 432; Education 316, 412, 422, 450; Health 221; Pschology 201, 302, 303; 6 hours of literature, and 3 hours from one of the following areas: Anthropology, Geography, Political Science, or Sociology.	
FREE ELECTIVES	3-0
CONVOCATION	0-4
Total	128-147

In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the two programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program suitable for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

The Associate in Arts Degree

General Business

First Year

ENG 101 Composition	3	ENG 102 Composition and World Literature	3
ECO 203	3	ECO 204	3
Acctg. 213 Accounting Principles	3	Acctg. 214 Accounting Principles	3
Man. 316 Principles of Management	3	Math 112 College Algebra	3
BE 307, 308 Typewriting, tested proficiency or elective	3	BA 325 Business Communications	3
Physical Education	1	Physical Education	1
Total	16	Total	16

Second Year

MGT 400 Personnel Management	3	Social Science Elective	3
BA 310 Business Law	3	Religion 102 Introduction to the New Testament	3
MKT 318 Principles of Marketing	3	MIS 241	3
Religion 101 Introduction to the Old Testament	3	Fin 312	3
Electives	4	Electives	4
Total	16	Total	16

Secretarial Science

First Year

BE 305, 306 Shorthand, tested proficiency or elective	4
BE 307, 308 Typewriting or tested proficiency or elective	3
ENG 101 Composition	3
Religion 101 Introduction to the Old Testament	3
Physical Education	1
Total	16

BE 306 Shorthand or Elective	4
BE 308 or Elective	3
ENG 102 Composition and World Literature	3
Religion 102 Introduction to the New Testament	3
Physical Education	1
ECO 203	3
Total	16

Second Year

Acctg. 213 Accounting Principles	3
BA 310 Business Law	3
BE 403 Office Machines	4
BE 405 Shorthand	3
BE 407 Typewriting	3
Total	17

MGT 316	3
BE 404 Secretarial Procedures	3
MIS 241 Basic Computer Systems Principles	3
BE 406 Shorthand	4
BE 408 Typewriting	3
Total	16

Description of Courses

The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laobratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester. A grade of C or higher in Economics 203 and 204, and Accounting 213 and 214 are prerequisites for upper level courses for Business Administration majors (BE courses excluded).

Accounting

213, 214. Accounting Principles
Present day methods of recording, sorting, summarizing, and interpreting financial information for business enterprises. 3-0-3, 3-0-3.

313, 314. Intermediate Accounting
The theory of accounting as applied to financial and managerial accounting. 3-0-3, 3-0-3.

315. Cost Accounting
An introduction to cost accounting: topics include job order process, and standard cost methods. 3-0-3.

425. Federal Income Tax
Personal income tax planning, research, and preparation. 3-0-3.

426. Federal Income Tax (Advanced)
A continuation of Accounting 425, taking up United States regulations of corporate, partnership, estate, trust, gift and social security taxes. 3-0-3.

435. Advanced Accounting
Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314. 3-0-3.

450. Auditing
Principles, techniques and procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. 3-0-3.

470. CPA Practice Review
Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the examination for becoming a Certified Public Accountant. Special emphasis is placed on the Opinions of the Accounting Principles Board and the Statements of the Financial Standards Board. 4-0-4.

480. Contemporary Accounting Problems
A seminar reviewing managerial accounting techniques and examining contemporary accounting problems confronting business organizations. 3-0-3.

Business Administration

325. Business Communications
Language skills for written communication. Prerequisites: BE 307 or 308 or tested proficiency. 3-0-3.

395. Campus New York
New York Business/Career Visits enable students of business to learn, through direct contact with some of the nation's best-known business firms, how textbook theory is put into practice. The week long Visits also provide opportunities for investigating career possibilities. One Credit Hour.

BA 310. Business Law
A survey course in the basic principles of commercial law which includes a study of contracts, agency, negotiable instruments, and personal property. 3-0-3.

460. Government and Business
Governmental role in business regulation. 3-0-3.

480. Senior Seminar in Business: Business Policy
A case study approach designed to apply areas of management accounting, finance, and economics to contemporary business problems. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 1-Independent Study-3.

Business Education

305. Shorthand
Basic principles of Gregg Shorthand. 5-0-4.

306. Shorthand
Review basic principles with emphasis on new-matter dictation and transcription. Prerequisite: Business Education 305 or tested proficiency. 5-0-4.

307. Typewriting
Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting
Speed and accuracy on straight copy and production work is emphasized. Prerequisite: Business Education 307 or tested proficiency. 3-1-3.

403. Office Machines
Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Offered Fall semester. 3-3-4.

404. Secretarial Procedures
Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 307, 308, or Tested Proficiency. Offered Spring semester. 3-0-3.

405, 406. Shorthand
Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe in an acceptable form. Prerequisite: Business Education 306 or tested proficiency. 5-0-4, 5-0-4.

407, 408. Typewriting
Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308 or tested proficiency. 3-1-3, 3-1-3.

430. Internship in Business Education
Supervised office work. Prerequisite: Junior standing and Departmental approval. 0-6-2.

432. Methods of Teaching (Secondary)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level. 2-1-2.

Economics

203. Principles of Economics, I
Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.

204. Principles of Economics, II
Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. 3-0-3.

311. Labor Economics
Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Offered Fall semester. 3-0-3.

480. Contemporary Economic Problems
A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 1-Independent Study-3.

Finance

301. Money and Banking
Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income role and development of commercial banks, and the basic elements of international finance. Offered Spring semester. 3-0-3.

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

480. Contemporary Financial Problems
A seminar reviewing basic financial principles and examining contemporary financial problems confronting business organizations. 3-0-3.

Internship

420. Internship in Business
Prerequisite: Junior standing and Departmental approval. 1 to 12 credits. Summer only.

Management

316. Principles of Management
Theory and practice of business organization and operations. 3-0-3.

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

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

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

480. Contemporary Management Problems
A seminar reviewing basic management principles and examining contemporary management problems confronting business organizations. 3-0-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 1-Independent Study-3.

Marketing

318. Principles of Marketing
A comprehensive analysis of the marketing system and the marketing process. 3-0-3.

480. Contemporary Marketing Problems
A seminar reviewing basic marketing principles and examining contemporary marketing problems confronting business organizations. 3-0-3.

Management Information Systems

241. Basic Computer Systems Principles
This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. Business applications of the computer will be stressed. 3-0-3.

242. Computer Systems Fundamentals
In this course, the student will learn how to use the computer as a tool for solving problems and standard techniques and procedures for reducing the data processing problem into a form that the computer can handle. Prerequisite: MIS 241. 3-0-3.

310. Accounting Applications in EDP Systems
A course designed to introduce the student to accounting systems design in a computer environment. Prerequisites: Accounting 214 and MIS 242. 3-0-3.

351. RPG Computer Programming
This course is designed to help students create programs utilizing Report Program General Language and to determine the extent to which RPG may be helpful in business installations. The student learns to work with zero suppression, decimal alignment, and editing of a field. Prerequisite: MIS 241. 3-1-3.

352. COBOL Computer Programming
This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Prerequisite: MIS 241. 3-1-3.

353. PL/1 Computer Programming
This course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. Prerequisite: MIS 241. 3-1-3.

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

451. Auditing and Controls in EDP Accounting Systems
A case study approach is used to explore control problems and auditing techniques for EDP. Prerequisites: Accounting 450 and MIS 310.

480. Contemporary MIS Problems
A seminar reviewing MIS and examining contemporary MIS problems confronting business organizations. 3-0-3.

Statistics

307. Economic Statistics
Statistical methods as applied to economic and business data. 3-0-3.

Department of Education

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of the community.

Teacher Education

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern Literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.

3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.
4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each student who plans to seek teacher certification must file two applications with the Department of Education.

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by April 1 for student teaching in the Fall semester and October 1 for student teaching in the Spring semester. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)
3. Have exhibited good citizenship.
4. Have attained and maintained the following Quality Point Ratios for the attempted hours indicated.
   (a) 1-29 hours — 1.5
   (b) 30-59 hours — 2.0
   (c) 60 hours and above — 2.25
5. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
3. Be eligible for graduation in May or August following completion of the Program.
4. Have achieved a cumulative grade point average of 2.25 at the time of making application to the Program.
5. Have demonstrated professional interest in the field of education.

Degree Requirements

The Bachelor of Science Degree With a Major in Early Childhood Education	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) ..... Art 301, History 201, 202, Mathematics 101, Science Education 101 and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	40-52
MAJOR (Professional Education) ..... Education 210, 310, 312, 320, 345, 410, 420, 430, 450 are required.	30
SUPPORTIVE STUDIES (Required Subject Matter) ..... Art 302, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320, Language Arts Ed. 230, Math 330 and Ed. 200.	29
COMPLEMENTARY REQUIREMENTS ..... Health 221, Psychology 201, 301, 303, and 6 hours of literature.	17
FREE ELECTIVES	12-3
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree With a Major in Intermediate Education	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) ..... Art 301, Geography 101 (or Political Science 202), Mathematics 101, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	40-52
MAJOR (Professional and General Education) ..... Education 212, 310, 314, 322, 340, 410, 420, 431, 450 are required.	30
SUPPORTIVE STUDIES ..... An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	12-0
COMPLEMENTARY REQUIREMENTS ..... Health 221, 320, Mathematics 204 and 330, Music 345, Physical Education 301, Education 200, 230, Psychology 201, 302, 303, and 6 hours of literature.	34
FREE ELECTIVES ..... A second academic concentration is recommended.	12-6
CONVOCATION	0-4
Total	128

The Bachelor's Degree With Preparation for Secondary (9-12) Teacher Certification

(See the department of interest.)

Description of Courses

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

100. Communication Skills
A course for the Gardner-Webb student who has a problem in reading great enough to interfere with college work. 2-2-3.

200. Orientation to Teaching
Suggested for all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether to choose teaching as a vocation. 1-1-1.

210. Reading (K-3)
Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9)
Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School
Planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

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

312. Practicum in Reading (K-3)
Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9)
Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

316. Teaching Reading in The Content Areas
Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 9-12 level. 2-0-2.

320. Children's Literature (K-3)
A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9)
A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

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

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

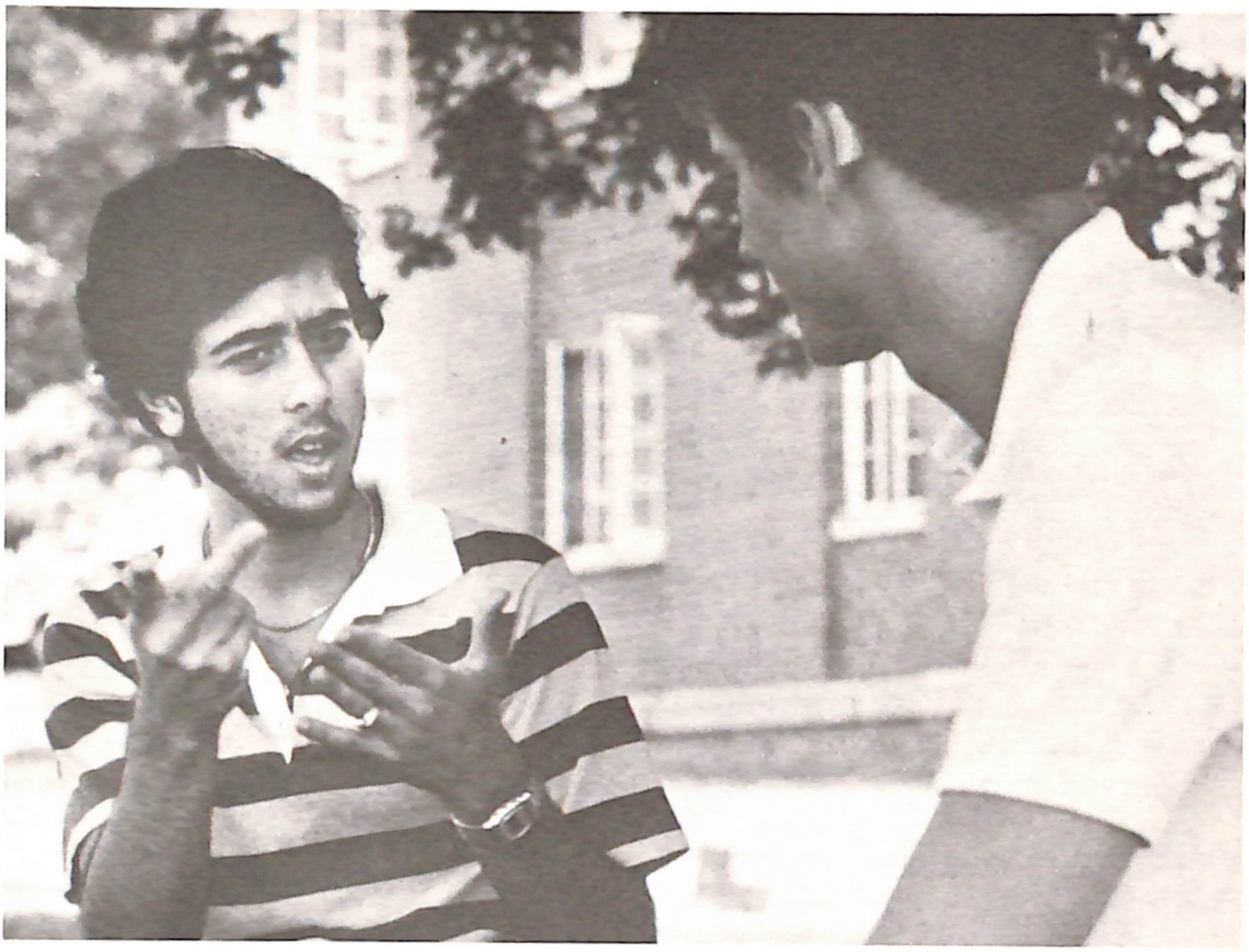
410. Social Foundations of Education (Elementary School)
A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level. 3-0-3.

412. Social Foundations of Education (Secondary School)
A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosophy of American Education (Elementary School)
A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education (Secondary School)
A study of the origin and development of education in the United States for the secondary level. 3-0-3.

430. Methods of Teaching (K-3)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.



431. Methods of Teaching (4-9)
Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

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

455. Supervising of Student Teachers
Designed to provide the public school teacher with means to supervise the student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

495, 496. Independent Study
Individual study of a special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: Approval of Department Chairman and Instuctor. 0-Independent Study-3, 0-Independent Study-3.

Sign Language

101, 102. Basic Sign Language Fundamentals of Manual Communication
3-0-3.

201, 202. Intermediate Sign Language
3-0-3.

301, 302. Advanced Sign Language
3-0-3.

Graduate Programs

The Department of Education offers three major programs leading to teacher certification at the graduate level. The Early Childhood Education (K-3), Middle School Education (4-9), and Reading Education (K-12) programs are especially designed for area public school teachers within a commuting distance of Gardner-Webb College. Each two-year program was carefully designed to accomodate the employed teacher's schedule. Major design of each program consists of thirty semester hours in three basic areas which include professional, instructional and subject content components. Middle school majors will be required to concentrate in one subject area: Language Arts, Science/Math, or Health and Physical Education. The Professional Core component will be identical for the Early Childhood, Middle School, and Reading programs with course work in foundations, curriculum, psychology and research. Subject content in Reading will include courses in diagnostic-prescriptive techniques, corrective and remedial procedures and organization and supervision skills for teaching reading in the public school. Upon completion of either the Early Childhood Education, Middle School Education, or Reading Education program, the student will be recommended by the Department of Education for the North Carolina *Class G* Teaching Certificate.

Goal:

The major goal of the Master of Arts program at Gardner-Webb College is to offer capable students opportunities for advanced study and research in the fields of Early Childhood Education, Middle School Education, and Reading Education. Emphasis will be on ''quality teaching'' which will be developed through the extension of advanced academic and professional training in a specialized field of study.

Objectives:

In order to achieve the goal of the program, five major objectives have been formulated. These program objectives are designed to:

1. Provide advanced preparation in a specialized field of study.
2. Develop skills in analyzing various principles and theories of learning for classroom instruction.
3. Provide instruction to organize, implement and evaluate a wide range of instructional materials and methods, and testing instruments for instruction.
4. Assist teachers in the development and implementation of diagnostic, prescriptive and evaluative skills for individualized instruction.
5. Develop competencies in the collection and interpretation of educational research as related to classroom instruction.

Course Requirements for the Master of Arts in Education

I. EARLY CHILDHOOD EDUCATION

A. Professional Component (12 Semester Hours)

Ed. 600 Foundations of Modern Education (3)
Ed. 610 Curriculum Development (3)
Ed. 620 Methods of Research (3)

Psy. 600 Educational Psychology (3)

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

C. Subject Content Component (9 Semester Hours)
Choose any three (3) of the following:
Ed. 500 Language Arts for Early Childhood Teachers (3)
Sci. 520 Science for Early Childhood Teachers (3)
Soc. 500 Social Studies for Early Childhood Teachers (3)
Math 510 Mathematics for Early Childhood Teachers (3)
Ed. 520 Cultural Arts for Early Childhood Teachers (3)
Hea. 500 Comprehensive Health Education (3)
P.E. 500 Current Trends in Elementary Physical Education (3)

II. MIDDLE SCHOOL EDUCATION

A. Professional Component (12 Semester Hours)
Ed. 600 Foundations of Modern Education (3)
Ed. 610 Curriculum Development (3)
Ed. 620 Methods of Research (3)
Psy. 600 Educational Psychology (3)

B. Instructional Component (6 Semester Hours)
Ed. 615 Strategies in Teaching (3)
Ed. 690 Seminar in Middle School Education (3)

C. Subject Content Component (12 Semester Hours)
Choose *one* of the following areas:

Language Arts
Ed. 515 Language Arts for Elementary School Teachers (3)
Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content (3)
Ed. 630 Corrective and Remedial Procedures for Reading/Language Arts (3)
Ed. 635 Research in Reading/Language Arts Education (3)

Science/Math
Sci. 525 Science for Elementary School Teachers (3)
Math 515 Mathematics for Elementary School Teachers (3)
Math 600 Diagnostic/Prescriptive Teaching of Mathematics and Science (3)
Sci. 605 Research in Science/Math Education (3)

Health and Physical Education
P.E. 500 Current Trends in Elementary Physical Education (3)
Hea. 500 Comprehensive Health Education (3)
Hea. 531 Problems in Health Education (3)
P.E. 600 Physical Education for Special Populations (3)

III. READING EDUCATION

A. Professional Component (12 Semester Hours)
Ed. 600 Foundations of Modern Education (3)
Ed. 610 Curriculum Development (3)
Ed. 620 Methods of Research (3)
Psy. 600 Educational Psychology (3)

B. Instructional and Subject Component (18 Semester Hours)
Ed. 530 Reading Foundations (3)
Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content (3)
Ed. 630 Corrective and Remedial Procedures for Reading — Language Arts (3)
Ed. 635 Research in Reading/Language Arts Education (3)
Ed. 640 The Psychology of Reading (3)
Ed. 650 Organization and Supervision of the Reading Curriculum (3)

Note: 600 level courses — graduate only
500 level courses — advanced undergraduate and graduate

Course Descriptions

Ed. 500 Language Arts for Early Childhood Teachers
Advanced study in the classroom instruction of the language arts program in the early childhood curriculum.

Ed. 515 Language Arts for Elementary School Teachers
Advanced instruction in the classroom instruction of the language arts program in the middle school curriculum.

Ed. 520 Cultural Arts for Early Childhood Teachers
Methods of instruction for teaching art and music to the early childhood student.

Ed. 530 Reading Foundations
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistic and ITA) will be analyzed.

Ed. 600 Foundations of Modern Education
An analysis of the historical, philosophical and societal interaction between the American social structure and the contemporary educational system.

Ed. 610 Curriculum Development
An analysis of the nature of curriculum and the relationship of curriculum design, implementation and evaluation to curriculum development.

Ed. 615 Strategies in Teaching
An examination of numerous strategies of instruction for the elementary school classroom. Actual field practice will be a major component of the course.

Ed. 620 Methods of Research
This course is designed to provide a background for the students in three major areas. These include (1) Science and the Scientific Method, (2) Research Techniques and (3) Research Methods. Areas such as statistical considerations, sampling, historical research, descriptive and analytical studies, and predictive methods will be explored.

Ed. 625 Diagnostic Procedures in the Teaching of Reading and Content Areas
This course will deal with a diagnostic-prescriptive approach to teaching and learning. The diagnosis will relate to (1) informal testing, (2) standardized tests and (3) criterion-referenced tests. The prescriptions for teaching will be directly related to the diagnostic data gathered from the testing.
Tests and materials from reading and content areas will be used as a basis for identifying and planning for individual needs. Prerequisite: Ed. 620.

Ed. 630 Corrective and Remedial Procedures for Reading/Language Arts
This course is designed for methods and procedures to better cope with the corrective and remedial middle grade students in Reading/Language arts. The methods and procedures will range from large group, small groups, to individual needs of the students. Prerequisite: Ed. 625.

Ed. 635 Research in Reading and Language Arts Education
A course designed for analyzing and interpreting research on methods of instruction for classroom use in the areas of reading and language arts education.

Ed. 640 Psychology of Reading
Psychological theories of learning will be discussed as applied to the teaching of reading. In addition, an analysis of the psychology of the reading process will constitute a major component of the course.

Ed. 650 Organization and Supervision of the Reading Curriculum
An in-depth study of the organizational and supervisional patterns of reading programs from the past to the present. Laboratory experience in a public school setting will be a major component of the course.

Ed. 685 Seminar in Early Childhood Education
A conclusive seminar for discussion and close examination of controversial and futuristic issues in early childhood education. Within the course, a written and oral program examination will be given to each student.

Ed. 690 Seminar in Middle School Education
A conclusive seminar for discussion and close examination of controversial and futuristic issues in middle school education. Within the course, a written and oral program examination will be given to each student.

Math 510 Mathematics for Early Childhood Teachers
Current trends in the mathematics curriculum, developing materials for use in the classroom, and strategies of instruction.

Math 515 Mathematics for Elementary School Teachers
Current trends in the mathematics curriculum, developing materials for use in the classroom, and strategies of instruction.

Math 600 Diagnostic/Prescriptive Teaching of Mathematics and Science
Diagnostic techniques and instruments, techniques of individualizing and evaluating instruction in mathematics and science.

Sci. 520 Science for Early Childhood Teachers
The course will include a study of the history of science education, current trends in teaching science and individual projects for teaching science in the early childhood curriculum.

Sci. 525 Science for Elementary School Teachers
The course will include a study of the history of science education, current trends in teaching science and individual projects for teaching science in the middle school curriculum.

Sci. 605 Research in Science and Math Education
Directed reading, analyzing and discussing educational research in the fields of elementary science and mathematics will be included in this course.

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

P.E. 600 Physical Education for Special Populations
A study of implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly.

Hea. 500 Comprehensive Health Education
A study of the development process of a comprehensive health education program.

Hea. 531 Problems in Health Education
An intensive study of basic issues and the related literature in the health education field.

Soc. 500 Social Studies for Early Childhood Teachers
An analysis of methods of instruction for social studies in the early childhood curriculum. Human interaction and human behavior will be stressed in addition to experimental learning for informal and formal classroom instruction.

Psy. 600 Eduational Psychology
Designed for in-service teachers, this course is an in-depth analysis of the psychological foundations of education. Emphasis will be given to theory and practice relating to cognition, motivation, individual differences, evaluation, and conflict management.

Department of English Language and Literature

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of literary experience.
4. To integrate study with world thought in order to comprehend and shape the contemporary scene.

Degree Requirements

The Bachelor of Arts Degree With a Major in English	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
After English 101, 102, ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
SUPPORTING STUDIES	15
Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; selected religion and history courses; any philosophy course, Greek 300, Latin 301, Hebrew 303. For others, consult advisor.	
COMPLEMENTARY ELECTIVES	15
Any elected area(s) not directly related to the Major, as approved by the faculty advisor.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in English With Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A) ..... The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR ..... After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 432, 351, 353, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	32
SUPPORTING STUDIES ..... Education 412, 422, and 450*, or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; selected upper-level religion and history courses; any philosophy course, Greek 300, Latin 301, Hebrew 303. For others, consult advisor.	14-15
COMPLEMENTARY REQUIREMENTS ..... Health 221 and Psychology 201, 302, and 303.	11
COMPLEMENTARY ELECTIVES ..... Education 412, 422, and 450*, or any elected area(s) not directly related to the Major, as approved by the faculty advisor.	15-6
FREE ELECTIVES	26-1
CONVOCATION	0-4
Total	128-138

**The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

Description of Courses

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

100. Developmental English
Individual instruction in the mastery of the basics of English. 3-0-3.

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

102. Composition and Introduction to Literature
Composition based upon themes and structure of literature. Prerequisite: English 101. 3-0-3.*

200. Research Methods
Intended to enable student to perform research in the college library. Provides a basic understanding of the card catalog, reference works, serials, indexes, and other bibliographic sources. Prepares student to write research paper in a variety of disciplines. No prerequisites.

230. English Literature Survey
Representative writers from the beginning to the eighteenth century. 3-0-3.

231. English Literature Survey
Representative writers from the eighteenth century to the present. 3-0-3.

232. American Literature Survey
Representative writers from the beginning to the present. 3-0-3.

234. Black Literature
A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature
A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature
Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Studies in Folklore
An introductory course emphasizing verbal folklore such as folktales, legends, ballads and proverbs. Focus may be regional, general, or literary as interests dictate. 3-0-3.

306. Literature of the American Renaissance
The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature
Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature
A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas, and Graham Green. 3-0-3.

309. Twentieth Century American Literature
A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Saul Bellow. 3-0-3.

**English 101 and 102 are prerequisite to all upper-level courses.*

310, 320. Studies in the American Novel
An investigation of the American Novel by periods, authors, or topics as determined by the professor. 3-0-3.

311. Medieval Literature
Includes*Beowulf* and other Anglo-Saxon achievements, medieval drama, romance, poetry; and Chaucer. 3-0-3.

315. Literature of the English Renaissance
Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton
Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature
Selected poetry, essays, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature
Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

322. Victorian Literature
Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel
Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism
Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language
Origin, history; morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Creative Writing
This course teaches the creative production of the poem and the short story. Prerequisites: Permission of instructor is required. 3-0-3.

363. Rhetoric and Grammar, Theory and Practice
The primary focus is expository and argumentative prose, the rhetorical and grammatical systems which inform the process of composition. The emphasis is on understanding theory and translating it into practice. 3-0-3.

402. Shakespeare
Approximately ten representative plays. 3-0-3.

432. Methods of Teaching English
A survey of teaching methods as they apply to specific topics. 2-0-2.

491. Seminar in American Literature*
Subjects change as needed and desired. Typical topics: Southern Literature, Contemporary Jewish and Negro American Writers, Naturalism, Faulkner. 3-0-3.

492. Seminar in English Literature*
Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study
Individual study of special subject under guidance of instructor in whose specialization topic lies. Work may be taken for Honors notation on transcript. Application by request in semester prior to study, subject to Departmental approval. 0-Independent Study-3, 0-Independent Study-3.

**A student may take no more than two seminars without Departmental approval.*
Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan ahead so as to allow for the Student Teaching Program in the spring semester of their junior year.

Department of Fine Arts

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) To stimulate a greater interest and knowledge of the arts for music majors, and general students and members of the surrounding community by offering performance and learning opportunities. (2) To provide opportunities to participate in the development of imagery, auditory acuity, technical skills and aesthetic appreciation to the extent of individual abilities. (3) To help develop a set of values for discriminatory choices based on knowledge and personal aesthetic experience.

Degree Requirements

The Bachelor of Arts Degree With a Major in Music — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A) 40-52

The Fine Arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

Students concentrating in Sacred Music must meet the Social Science requirement by taking 6 hours of Psychology selected from 201, 206, 301, 302, 310, or 374.

MAJOR 30

Applied Major, 12 hours; Music 105, 106, 205, 206, 305 and 306. Each Music major is required to participate in a performing group each semester while enrolled as a full-time student. A minimum of four semesters of participation in a performing organization is required for part-time students.

SUPPORTIVE STUDIES 30

Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, or 459.

Liberal Arts Music majors will add ONE of the following for 6 hours:

Performance Option: 6 hours of Applied Major (culminating in a Junior Recital of at least one-half hour in length; and a Senior Recital one full hour in length. In addition, the student will prepare a 20 minute audition during the Sophomore year for admission to Junior status in this option.)

Treatise or Composition Option: 6 hours of Independent Study (culminating in a definitive document to be defended before the entire music faculty. No recital will be required, but an Applied Major will be studied as indicated above.)

COMPLEMENTARY STUDIES 15-38

Select one of the following:

Concentration in Music Education (leading to Teacher Certification): Education 316, 412, 422, 450; Health 221; English (6 hours — 3 each in American and English Literature); Psychology 201, 303, and one from 206, 301, or 302; Music 245, 247, 248, 347, 348. Total: 36 Hours.

Concentration in Sacred Music: Music 345, 348, 457 (if not elected in Supportive Studies), 465 466, 467; Religion 243; Religious Education — one from 371, 372, or 373; Psychology — one from 301, 302, 303, or 374 not already taken in Basic Course Requirements. Total: 20-23 Hours.

Concentration in Sacred Music/Religion: Music 347, 348, 457 (if not elected in Supportive Studies), 465, 466, 467; Psychology 374; Religion 243; one from Religion 371, 372, or 373; and 15 hours in Religious Education Education chosen in consultation with advisor. Total: 35-38 Hours.

Concentration in Liberal Arts: 15 hours in courses not directly related to the Major as approved by the faculty advisor.

FREE ELECTIVES	20-0
CONVOCATION.....	0-4
Total	128-139

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. The student who does not achieve the desired proficiency at the end of four semesters will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of Department of Fine Arts.

No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Students Concentrating in Sacred Music Should Be Aware of the Following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors — 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors — 4 hours of voice and 2 hours of organ; for voice majors — 4 hours of piano and 2 hours of any applied elective. Application is to be made with the Department of Fine Arts for admission to Church Music Administration and Field Work in Sacred Music courses. To be admitted, the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

Description of Courses

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

203. Introduction to Applied Art
A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.

205. Crafts
An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture, ceramics, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation
A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

301. Art Skills and Appreciation
The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreication. 2-2-3.

302. Art Education Materials (Skills)
This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting.
Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and watercolor. Prerequisite: Art 203. 0-6-3.

305. Arts and Crafts in the Elementary School
Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture
A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics
An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

495. Independent Study
A specialized course for elementary teachers. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of Chairman. 0-6-3.

Music

The Music Division of the Department of Fine Arts is an Associate Member of the National Association of Schools of Music.

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups. The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion; 7-Guitar. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

Description of Courses

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

Applied Music

Piano:
001. Preparatory Piano. ½-3-0.*
002. Preparatory Piano. 1-6-0.
101. Lower Division Piano. ½-3-1.
102. Lower Division Piano. 1-6-2.
301. Upper Division Piano. ½-3-1.
302. Upper Division Piano. 1-6-2.
303. Upper Division Piano. 1-9-3.
304. Upper Division Piano. 1-12-4.

Voice:
001. Preparatory Voice. ½-3-0.
012. Preparatory Voice. 1-6-0.
111. Lower Division Voice. ½-3-1.
112. Lower Division Voice. 1-6-2.
311. Upper Division Voice. ½-3-1.
312. Upper Division Voice. 1-6-2.
313. Upper Division Voice. 1-9-3.
314. Upper Division Voice. 1-12-4.

Organ:
021. Preparatory Organ. ½-3-0.
022. Preparatory Organ. 1-6-0.
121. Lower Division Organ. ½-3-1.
122. Lower Division Organ. 1-6-2.
321. Upper Division Organ. ½-3-1.
322. Upper Division Organ. 1-6-2.
323. Upper Division Organ. 1-9-3.
324. Upper Division Organ. 1-12-4.

Brass:
031. Preparatory Brass. ½-3-0.
032. Preparatory Brass. 1-6-0.
131. Lower Division Brass. ½-3-1.
132. Lower Division Brass. 1-6-2.
331. Upper Division Brass. ½-3-1.
332. Upper Division Brass. 1-6-2.
333. Upper Division Brass. 1-9-3.
334. Upper Division Brass. 1-12-4.

Woodwinds:
041. Preparatory Woodwinds. ½-3-0.
042. Preparatory Woodwinds. 1-6-0.
141. Lower Division Woodwinds. ½-3-1.
142. Lower Division Woodwinds. 1-6-2.
341. Upper Division Woodwinds. ½-3-1.
342. Upper Division Woodwinds. 1-6-2.
343. Upper Division Woodwinds. 1-9-3.
344. Upper Division Woodwinds. 1-12-4.

Strings:
051. Preparatory Strings. ½-3-0.
052. Preparatory Strings. 1-6-0.
151. Lower Division Strings. ½-3-1.
152. Lower Division Strings. 1-6-2.
351. Upper Division Strings. ½-3-1.
352. Upper Division Strings. 1-6-2.
353. Upper Division Strings. 1-9-3.
354. Upper Division Strings. 1-12-4.

Percussion:
061. Preparatory Percussion. ½-3-0.
062. Preparatory Percussion. 1-6-0.
161. Lower Division Percussion. ½-3-1.
162. Lower Division Percussion. 1-6-2.
361. Upper Division Percussion. ½-3-1.
362. Upper Division Percussion. 1-6-2.
363. Upper Division Percussion. 1-9-3.
364. Upper Division Percussion. 1-12-4.

Guitar:
071. Preparatory Guitar. ½-3-0.
072. Preparatory Guitar. 1-6-0.
171. Lower Division Guitar. ½-3-1.
172. Lower Division Guitar. 1-6-2.
371. Upper Division Guitar. ½-3-1.
372. Upper Division Guitar. 1-6-2.
373. Upper Division Guitar. 1-9-3.
374. Upper Division Guitar. 2-12-4.

Music Theory

103, 104. Basic Music Theory
Introduces basic skills of making music — pitch, notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1.

105, 106. Music Theory I, II
Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205. Music Theory III
The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

206. Music Theory IV
A survey of modern trends and thought from Post-Romanticism to the present. Includes ear training, analysis, and composition in each style studied. 2-2-3.

305. Counterpoint
Further examination of linear writing and combination of contrapuntal voices in the Renaissance and Baroque periods. Composition and analysis are required in period. 2-0-2.

306. Orchestration
A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogenous groups; score writing; and some insights into writing for full band and orchestra. 2-0-2.

Music History and Literature

125. Music Appreciation
A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour
Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature
An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II
A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: Music 226 or instructor's approval. 3-0-3, 3-0-3.

Music Education

145, 146. Piano Class I, II
Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II
Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class
Elementary instruction in the techniques of playing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

246. Guitar Class
A beginning course for students with little or no experience with the guitar. Special fee. 1-3-1.

247. Strings Class
Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students. 2-1-1.

248. Woodwinds Class
Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-1-1.

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

346. Music Methods for the Classroom Teacher
Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local schools and kindergarten. Prerequisite: Music 345 or demonstration of proficiency. 3-0-3.

347. Elementary Music Education
Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Secondary Music Education
Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature
The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals
Introductory course in conducting. 1-1-1.

446. Choral Conducting
Conducting and choral rehearsal techniques applied to actual conducting experience in class and college choral performing groups. 2-0-2.

447. Instrumental Conducting
Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

455. Piano Pedagogy and Literature
Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature
A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature
A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

Sacred Music

465. Hymnology
A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. Offered in the Fall of even-numbered years. 3-0-3.

466. Church Music Administration
Practical study of organization and administration of the Sacred music program emphasizing staff relationships, outreach, and choirs. Offered in the Fall of odd-numbered years. Open to all students. 3-0-3.

467. Field Work in Sacred Music
Observation and participation in the development of a sacred music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

Performance Groups

175, 375. College Chorus
A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. Open to all students without audition. 0-3-1, 0-3-1.

176, 376. Chamber Chorus
A small group of selected mixed voices which emphasizes musical, artistic, social, and spiritual growth of its members and audience. 0-3-1, 0-3-1.

177, 377. Choral Ensemble
A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

178, 378. Opera Workshop
Participation in musical productions. (No more than 8 credits.) 0-Productions-1, 0-Productions-1.

185, 385. Band
The study, rehearsal and performance of various levels and varities of wind and percussion literature through concert and marching organizations. Band consists of a study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation, and presentation of performances. Designed for students who have participated in an instrumental organization during high school and desires to continue playing. Membership is open to any student with permission of the director. 0-3-1, 0-3-1.

186, 386. Orchestra
Offered in the evening school and open to all students of the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying
Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

Independent Study

491, 492. Composition Preparation
Required for Liberal Arts Major (Composition Option). No credit for 491 until 492 satisfactorily completed. 0-Preparation-3, 0-Preparation-3.

493, 494. Treatise Preparation.
Required for Liberal Arts Major (Treatise Option). No credit for 493 until 494 satisfactorily completed. 0-Preparation-3, 0-Preparation-3.

495, 496. Independent Study
Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 9-Independent Study-3, 0-Independent Study-3.

Theatre Arts

203. Applied Theatre
Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting
The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

301. Religious Drama
3-0-3.

Department of Foreign Languages and Literature

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

Degree Requirements

The Bachelor of Arts Degree With a Major in French	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in one of the following fields: Biology, Chemistry, Mathematics, Business, Education, Fine Arts, Health Education and Physical Education, Psychology, Religion, Social Sciences, English Literature, another Foreign Language, History or 18 hours in any combination from English Literature, another Foreign Language or History	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-6
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in French With preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-10
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Spanish	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in one of the following fields: Biology, Chemistry, Mathematics, Business, Education, Fine Arts, Health Education and Physical Education, Psychology, Religion, Social Sciences, English Literature, another Foreign Language, History or 18 hours in any combination from English Literature, another Foreign Language or History	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-6
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Spanish With preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-10
CONVOCATION	0-4
Total	128

Description of Courses

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

Aramaic

401, 402. Elementary Aramaic
An inductive approach to the study of the grammar, syntax, and vocabulary of biblical Aramaic while translating portions of the Old Testament. Prerequisite: Hebrew 101, 102. 3-0-3, 3-0-3.

French

101, 102. Elementary French
3-1-3, 3-1-3.

201, 202. Intermediate French
Prerequisite: French 102 or two units of high school French or its equivalent. 3-1-3, 3-1-3.

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

301, 302. Advanced French Grammar, Composition, and Conversation
Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature
The literature of France from the Old French period to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization
French history and civilization from early times to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century
Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics
Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 202 or its equivalent. 3-0-3.

311. 312. French Conversation Abroad
Extension formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the Twentieth Century
Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research
Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

432. Methods of Teaching French
Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 2-0-2.

495, 496. Independent Study
Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

German

101, 102. Elementary German
3-0-3, 3-0-3.

201, 202. Intermediate German
Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

Greek

101, 102. Elementary New Testament Greek
A study of Koine Greek 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek
Prerequisite: Greek 102. 3-0-3, 3-0-3.

300. Greek Civilization
A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required). 3-0-3.

301, 302. Advanced New Testament Greek
Selections in the Pauline Epistles. Prerequisite: Greek 202. 3-0-3, 3-0-3.

495, 496. Independent Study
Selections from all books of the New Testament. Prerequisite: Greek 301, 302. 0-Independent Study-3.

Hebrew

101, 102. Elementary Hebrew
A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the semester. 3-0-3, 3-0-3.

201, 202. Intermediate Hebrew
The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 102. 3-0-3, 3-0-3.

303. Jewish Civilization
A social and intellectual history of the Jews and their contributions to civilization from c. A.D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

Latin

301. Roman Civilization
A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required). 3-0-3.

Spanish

101, 102. Elementary Spanish
3-1-3, 3-1-3.

201, 202. Intermediate Spanish
Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-1-3, 3-1-3.

203, 204. Masterpieces of Spanish Literature in Translation
Selected Spanish literary works studied in translation. (No knowledge of Spanish required). 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation
Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature
The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization
Spanish history and civilization from early times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

306. Spanish American Civilization and Culture
Spanish American Civilization and Culture from colonial times to the present. Prerequisite: Spanish 303 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature
Reading and discussion of selected works. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics
Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

311, 312. Spanish Conversation Abroad
Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research
Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

432. Methods of Teaching Spanish
Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 2-0-2.

495, 496. Independent Study
Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spirtual growth of the indivdual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

The Department of Health Education and Physical Education offers two undergraduate programs, i.e. Physical Education (with or without teacher certification) and Health Education (with or without teacher certification). A Master of Arts in Education with a Physical Education major is offered on the graduate level.

Every regularly enrolled student is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every Physical Education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.

Degree Requirements

The Bachelor of Science Degree With a Major in Physical Education With Preparation for Teacher Certification (K-12) — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 55-56) 48

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.

MAJOR 32

General Theory 11

Physical Education 211, 406, 408, and 409

Theory 13

Physical Education 301, 331, 341, 342, and 402

Health Education 8
Health Education 321, and 5 hours from 222, 223, 401, 402 and 431

SUPPORTIVE STUDIES (Professional Education)..... 16
Education 412, 422, 316, 450, and Physical Education 432.

COMPLEMENTARY REQUIREMENTS 15
Psychology 201, 302, 303, and 6 hours of literature (see p. 57-58).

COMPLEMENTARY ELECTIVES 8-15
Every major should select courses to enhance their teaching effectiveness.

FREE ELECTIVES 12-1

CHAPEL 0-4

Total 128

The Bachelor of Science Degree With a Major in Physical Education — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group B is recommended. See p. 55-56) 48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, Physical Education 405 are required and will satisfy the Natural Science requirement.

MAJOR 32
General Theory.....11
Physical Education 211, 406, 408, and 409
Theory.....13
Physical Education 301, 331, 341, 342, and 402
Health Education 8
Health Education 321, and 5 hours from 222, 223, 401, 402 and 431.

SUPPORTIVE STUDIES 15
Select from Biology, Education Sociology, or Psychology.

COMPLEMENTARY REQUIREMENTS 15
English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.

FREE ELECTIVES 20-16

CHAPEL 0-4

Total 128

The Bachelor of Science Degree With a Major in Health Education With Preparation for Teacher Certification (K-12) — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group B is recommended.... 48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Politi-

cal Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 and Chemistry 101 are required and will satisfy the Natural Science requirement.

MAJOR	30
Health 222, 223, 224, 321, 322, 400, 401, 402, 431, 433	
SUPPORTIVE STUDIES	14
Education 412, 422, 450, Education 316	
COMPLEMENTARY REQUIREMENTS	15
Microbiology, Psychology 302, 303, and 6 hours of literature	
COMPLEMENTARY ELECTIVES	8-15
Every major should select courses to enhance their teaching effectiveness.	
FREE ELECTIVES	12-1
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree With a Major in Health Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended	48

The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 and Chemistry 101 are required and will satisfy the Natural Science requirement.

MAJOR	30
Health 222, 223, 224, 321, 322, 400, 401, 402, 431, 433	
SUPPORTIVE STUDIES	14
Select from Biology, Education Sociology, Psychology, Microbiology	
COMPLEMENTARY REQUIREMENTS	15
English Literature (3 hours), American Literature (3 hours), Psychology 302 and 303	
FREE ELECTIVES	20-16
CONVOCATION	0-4
Total	128

Master of Arts

Physical Education Major

PROFESSIONAL COMPONENT

ED 610 (3) Foundations of Modern Education
ED 610 (3) Curriculum Development

SUBJECT COMPONENT

1. Required
   PE 602 (3) Research in Physical Education
   PE 603 (3) Scientific Principles of Physical Education
   PE 604 (3) Teaching Strategies in Physical Education
   PE 606 (3) Seminar-Future Directions in Physical Education
2. Select (Six hours)
   PE 500 (3) Current Trends in Elementary Physical Education
   PE 501 (3) Foundations of Physical Education
   PE 600 (3) Physical Education for Special Populations
   PE 605 (3-6) Practicum in Physical Education
   H 500 (3) Comprehensive Health Education
   H 501 (3) Drug/Alcohol Education
   H 502 (3) Sexuality/Sex Education
   H 503 (3) Advanced Driver Education
   H 531 (3) Problems in Health Education
   Electives (Six hours)
   May be taken with faculty approval from remaining Education or Physical Education courses.
   Total 30 Hours

Description of Courses

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

Physical Education Activity Courses

101. Orientation to Physical Education
0-2-1.

102. Team Sports (Soccer, Speedball or Basketball)
0-2-1.

103. Beginning Swimming and Diving
0-2-1.

104. Gymnastics
0-2-1.

105. Advanced Gymnastics and Trampoline
0-2-1.

106. Rhythm and Movement
0-2-1.

107. Individual and Dual Activities
0-2-1.

108. Adaptive Activities
0-2-1.

109. Adaptive Activities
0-2-1.

113. Skiing
0-2-1.

114. Advanced Skiing
0-2-1.

201. Tennis and Badminton
0-2-1.

202. Team Sports
0-2-1.

203. Advanced Swimming
0-2-1.

204. Archery and Casting
0-2-1.

205. Track and Field and Weight-Training
0-2-1.

206. Golf and Bowling
0-2-1.

207. Individual and Dual Activities
0-2-1.

Physical Education

211. Principles and History of Physical Education
An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood, Intermediate)
A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving
Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals
Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods
A course presenting by means of classroom instruction and field demonstration the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods
A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods
A course presenting by means of classroom instruction and gym demonstrations the various systems used in basketball coaching. 2-1-2.

309. Officiating
Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation
A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9)
Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12)
Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports
3-3-3.

342. Theory and Techniques of Individual and Dual Sports
3-3-3.

402. Adapted Physical Education
Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

404. Curriculum and Instruction
A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology
Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise
A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles, nerves, and cardio-respiratory systems. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation
Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education
This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements
Study of tests and measurements. Currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics
Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

432. Secondary School Activities (Methods of Teaching)
A course in methods and materials, theory, practice, and program building in physical education covering secondary school activities. 2-1-2.

495, 496. Independent Study
Designed to enable a Senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Health Education

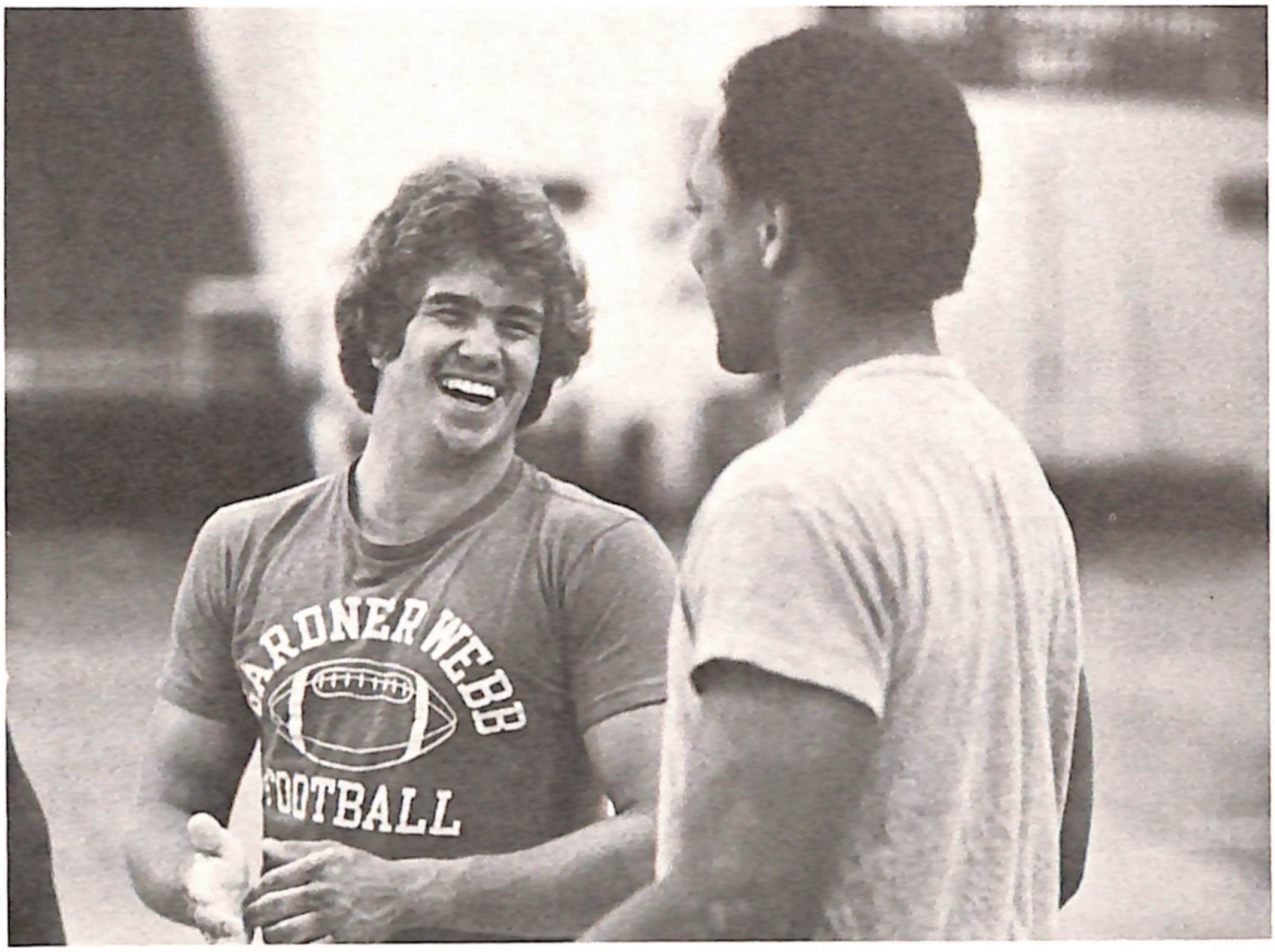
221. Personal and Community Health
A thorough study of the health problems of the individual, school and community. 2-0-2.

222. First Aid
A course designed to train and qualify students as instructors in first aid. 3-1-3.

223. Safety Education
A course designed to enable the student to teach safety education (K-12). 3-1-3.

224. Nutrition
A course covering basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3.

320. Health Education (Early Childhood, Intermediate)
Methods and materials for classroom instruction in health and safety for the elementary teacher. 2-1-2.



321. Health Education for Teachers
Methods and materials for classroom instruction in health and safety for the teacher. 3-0-3.

322. Helping Relationships for Health Science
A study dealing with human relations skill training using the Gazla Model as a base. 3-0-3.

325. Techniques of Athletic Training
First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. 2-1-2.

400. Comprehensive Health Education
An introduction to the study of the development process of a comprehensive health education program. 3-0-3.

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

402. Sexuality/Sex Education
An introduction to the study of basic issues relating to sexuality. Included will be strategies for teaching sex education. 3-0-3.

421. Driver Education and General Safety
Methods and materials for classroom instruction, organization and administration of driver education, and safety problems. 3-1-3.

431. Problems in Health Education
Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

433. Organization/Administration/Evaluation in Health Science
A course designed to develop competencies in organizing, administering and evaluating a school health program. 3-0-3.

495, 496. Independent Study
Designed to enable a Senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

MAT Course Descriptions for Health Education and Physical Education

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

501. Foundations of Physical Education
An examination of the bases of physical education as a discipline with emphasis on curriculum development, philosophy of physical education, and principles of physical education. 3 hours.

600. Physical Education for Special Populations
A study of the implications for physical educators created by special student populations including mentally retarded, physically handicapped, gifted and talented, emotionally disturbed, and the elderly. 3 hours.

601. The Psychology and Sociology of Sports
An analysis of the psychological and sociological aspects of sport with an emphasis on understanding application of psychological and sociological principles as teachers and coaches and realizing the implications of such application. 3 hours.

602. Research in Physical Education
A study and practice of research techniques used in physical education designed to familiarize the student with a variety of resource materials and to provide the student with a research experience in a physical education area. 3 hours.

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

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

605. Practicum in Physical Education
Visitations and on-the-job training with administrators in physical education. A study of various problems and patterns which occur in schools as they relate to a K-12 physical education program. 3-6 hours.

606. Seminar-Future Directions in Physical Eduation
A review and study of trends and issues as they relate to teaching excellence in physical education. 3 hours.

Health Education

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

501. Drug/Alcohol Education
Advanced study of the drug/alcohol use and abuse problem. Pharmacological, sociological, psychological, educational, and safety aspects of drug/alcohol use and abuse are stressed. 3 hours.

502. Sexuality/Sex Education
Advanced study of human sexuality. Included will be basic strategies for teaching sex education. 3 hours.

503. Advanced Driver Education
Advanced strategies and resources for teaching driver education and transportation systems. 3 hours.

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

Department of Mathematical Sciences

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.
6. To introduce the student to the computer and its uses.
7. To prepare some students to become computer programmers or computer analysts.

Degree Requirements

The Bachelor of Science Degree With a Major in Mathematics — **Semester Hours**

BASIC COURSE REQUIREMENTS (Group A or B) 40-52

Any student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, or Physics.

MAJOR 30

Math. 221, 222, 321, and 322 are required for both concentrations.

Mathematics concentration: CS 115 or 305 is required and the remaining hours are to be selected from Mathematics courses numbered above Math. 210.

Computer science concentration: Math. 302, and 15 hours from the following are required CS 241, 242, 305, 351, 352, 441, 442.

SUPPORTIVE STUDIES 15

Science (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, or Physics; this area must be different from that chosen to satisfy the Natural Science Requirements in Group A).
For the Mathematics concentration, a student must complete the remaining hours from one of the following departments: Biology, Chemistry and Geology; Business Administration; or Computer Science courses in the Mathematical Sciences Department.
For the Computer Science concentration, a student must complete the remaining hours from one of the following departments: Biology, Chemistry and Geology; Business Administration; or Mathematics courses in the Mathematical Sciences Department.

COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with a Major in Mathematics With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B)	40-52
For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology 101, Physics 103 or 201. For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics. The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.	
MAJOR	30
Mathematics 221, 222, 302, 303, 321, 322, 404, and Computer Science 115 or 305 are required. The remaining hours are to be selected from Mathematics 211, 216, 304, 312, 400, 401, 403, 495, 496.	
SUPPORTIVE STUDIES	16-24
Education 316, 412, 422, 432, and 450 are required. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics. The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Computer Science, as approved by the Chairman of the Department.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 68)	
FREE ELECTIVES	26-2
CONVOCATION	0-4
Total	128

Dual-Degree Program in Engineering

Gardner-Webb College has entered into an agreement with the School of Engineering of Auburn University to establish a Dual-Degree Program, whereby an undergraduate student will attend Gardner-Webb College for approximately three academic years and the School of Engineering at Auburn University for approximately two academic years. After completing the academic requirements

of the two cooperating institutions, the student will be awarded a bachelor's degree from Gardner-Webb College and an engineering bachelor's degree from Auburn University.

Dual-Degree candidates will be eligible to seek any of the following degrees from Auburn University:

Bachelor of Aerospace Engineering
Bachelor of Aviation Management
Bachelor of Chemical Engineering
Bachelor of Civil Engineering
Bachelor of Electrical Engineering
Bachelor of Industrial Engineering
Bachelor of Materials Engineering
Bachelor of Mechanical Engineering
Bachelor of Textile Chemistry
Bachelor of Textile Engineering
Bachelor of Textile Management

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B) Chemistry 111, 112 and Physics 203, 204 are required for Natural Science. Economics 203, 204 are required for Social Studies. Music 125 is required for Fine Arts.	48
MAJOR Mathematics 221, 222, 312, 321, 322, 403 and Computer Science 305 are required.	30
SUPPORTIVE STUDIES Engineering courses taken at Auburn University.	15
COMPLEMENTARY STUDIES Psychology 201 is required.	17
CONVOCATION 96 semester hours must be completed at GWC.	3

Description of Courses

Mathematics

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

100. Basic Mathematical Skills
A study of selected topics from arithmetic and algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 3-1-3.

101. Principles of Mathematics
A study of mathematical patterns, numeration systems, fractions, decimals, elementary number theory, measurement, introduction to computers, and counting techniques. (Recommended for K-9 Education Majors and students who have not completed Algebra II.) 3-0-3.

111. Trigonometry
A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

112. College Algebra
Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

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

211. Finite Mathematics
A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111 or 112 or 221. 3-0-3.

216. Probability and Statistics.
Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics.

221. Introductory Calculus
A course including the study of real functions and their graphs; slope, limit, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry I
The definite integral with applications. Transcendental functions. Techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

302. Linear Algebra
Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry
Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics
A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

312. Intermedicate Analysis
Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3.

321. Calculus and Analytic Geometry II
Polar coordinates, conic sections. Improper integrals. Series. Prerequisite: Mathematics 222. 3-0-3.

322. Multivariable Calculus
Vectors. Solid analytic geometry. Partial differentiation. Multiple integration. Prerequisite: Mathematics 321. 3-0-3.

400. Mathematical Statistics
A study in the theory of probability set functions, distributions of random variables, and functions, estimations, testing of hypotheses, analysis of variance and covariance. Prerequisites: Mathematics 321. 3-0-3.

401. Introductory Topology
A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 321. 3-0-3.

403. Differential Equations
Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3.

404. Modern Abstract Algebra
A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

495, 496. Independent Study
Prerequisite: Mathematics 322 and approval of the Chairman of the Department. 0-Independent Study-3, 0-Independent Study-3.

Mathematics Education

330. Methods of Teaching Mathematics and Science
(K-9) Planning, teaching and evaluating mathematics and science in the elementary school. (For elementary Education Majors only.) 3-0-3.

432. Methods of Teaching (Mathematics)
A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. 2-0-2.

Physics

103. Introductory Physics
A study of the elementary concepts of mechanics, wave motion, electricity, magnetism, optics, and nuclear energy. 3-2-4.

201. General Physics I
The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111 and 112 or 221. 3-3-4.

202. General Physics II
An extensive study of the properties of light, magnetism, electricity, and nuclear energy. Prerequisite: Physics 201. 3-3-4.

203, 204. Physics for Engineers
Techniques of calculus will be applied to the study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Co-requisite Math. 221. 3-3-4, 3-3-4.

Computer Science

115. Use of Microprocessors
Basic language. 1-2-2.

241. Basic Computer Principles
(See MIS 241). 3-0-3.

242. Computer Fundamentals
(See MIS 242). 3-0-3.

305. FORTRAN Programming
An introductory course in computer programming with applications to the elementary scientific and commercial problems. Prerequisite: Mathematics 112 or 221. 3-0-3.

351. RPG Computer Programming
(See MIS 351). 3-0-3.

352. COBOL Computer Programming
(See MIS 352). 3-0-3.

441. Numerical Methods
Numerical methods in mathematical applications of the computer to combinatorics, Stochastic processes, and applied mathematics. Prerequisites: CS 115 or 305, and Math. 302, 321. 3-0-3.

442. Informations Systems
Simulation model building, operations research, applications to other sciences. Prerequisites: CS 115 or 305, and Math. 302, 321. 3-0-3.

Department of Natural Sciences

Courses in Biology and Chemistry are designed to help students develop a better understanding of themselves and nature. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Refer to page 140 for full description of the Medical Technology program.

Pre-medical, pre-dental and pre-veterinary students will work closely with a faculty advisor in pursuing their course of study.

Degree Requirements

The Bachelor of Science Degree With a Major in Biology	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirements in Groups A and C. Chemistry 111 and 112 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. Calculus 221 will satisfy math requirements. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15
Chemistry 111 and 112 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty advisor. Chemistry 201 and 202 are required. Physics 201 and 202 are recommended.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty advisor.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Note: Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

The Bachelor of Science Degree With a Major in Biology With Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) . . . . . The Social Science requirements must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, additional hours in Natural Science must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected. Calculus 221 will satisfy the math requirements.	40-52
MAJOR . . . . . The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required, and a minimum of 8 hours of plant and 8 hours of animal biology.	30
SUPPORTIVE STUDIES . . . . . Chemistry 111 and 112, 201 and Education 432 are required. Geology and/or Physics are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Calculus 221 will satisfy the math requirements. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty advisor. Geology 101, 102, Chemistry 202, 422, Physics 201, and 202 are recommended.	15-22
COMPLEMENTARY REQUIREMENTS . . . . . Education 412, 422, 450, Health 221, Psychology 302, 303, and 6 hours of literature (see p. 57-58).	29
FREE ELECTIVES	14-0
CONVOCATION	0-4
Total	128-137

The Bachelor of Science Degree With a Major in Chemistry	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) . . . . . To satisfy the natural science requirement, those electing the Chemistry major must take Chemistry 111 and 112, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221. German is the recommended foreign language.	40-52
MAJOR . . . . . The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, inorganic	30

and biochemistry with independent study being elective. At least two semesters of Chemistry Seminar are required.

SUPPORTIVE STUDIES	14-18

Biology 101, Physics 201 and 202* and Mathematics 112** and 221** are required. The remaining hours may be selected from mathematics, the natural sciences, and/or data processing, as approved by the faculty advisor.

COMPLEMENTARY ELECTIVES	15

Areas not directly related to the major, as approved by the faculty advisor.

FREE ELECTIVES	29-9
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree With a Major in Chemistry with Preparation for Secondary (9-12) Teacher Certification

Semester Hours

BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52

The social science requirements must be taken from two of the following areas: anthropology, economics, geography, political science, psychology, and sociology. To satisfy the natural science requirement, the chemistry major must take Chemistry 111 and 112, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221.

MAJOR	30

The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, inorganic and biochemistry with independent study being elective. At least two semesters of Chemistry Seminar are required.

SUPPORTIVE STUDIES	14-18

Biology 101, Physics 201 and 202*, Mathematics 112** and 221**, and Education 432 are required. Any remaining hours may be selected from mathematics, the natural sciences and/or data processing, as approved by the faculty advisor.

COMPLEMENTARY REQUIREMENTS	29

Education 412, 422, 450, Health 221, Psychology 302, 303, and 6 hours of literature (see p. 57-58).

FREE ELECTIVES	15-0
CONVOCATION	0-4
Total	128-133

Counted only in the Basic Course Requirements if Group B is elected.

**Counted only in the Basic Course Requirements if Group C is elected. If Mathematics 221 is taken as the first mathematics course, Mathematics 113 must also be taken.*

Description of Courses

Biology

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

101. General Biology
Introductory survey of cellular and molecular biology, development, genetics, and homeostatic mechanisms. 3-3*-4.

102. General Biology
Introduction to evolutionary biology, diversity of organisms, and ecology. 3-3*-4.

201. Invertebrate Zoology
Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisites: Biology 101, 102. 3-3-4.

202. Vertebrate Zoology
A systematic study of the vertebrates, including morphology, physiology, taxonomy, behavior, and evolution. 3-3-4.

203, 204. Human Anatomy and Physiology
A study of the structure and functions of the human body. 2-2-3, 2-2-3.

206. Microbiology
A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany
The morphology, physiology, reproduction, and ecological relationships of plants. 3-3-4, 3-3-4.

210. Identification of Trees and Shrubs
2-4-4.

301. Genetics
A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3.

305. Environmental Microbiology
The application of Standard Methods for the examination of waters, milks, foods, and related substances. The sanitary and public health aspects of these determinations are related to the course.

307. Applied Bacteriology and Immunology
Testing procedures utilized in public health and diagnostic bacteriological and serological laboratories are discussed and performed. Immunological bases for such procedures are discussed, demonstrated, and performed.

**Biology majors are required to take the majors' laboratory.*

310. Nutrition
A comprehensive study of the interrelationship of nutrition and metabolism. Application of nutrition in health will be emphasized. Prerequisite: Chemistry 103 and Biology 203-204 or permission of instructor. 3-0-3.

391, 392, 491, 492. Seminar
Directed reading, study, and discussion designed to reemphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. Required for all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cell Biology
Survey of cellular structure and function with emphasis on biochemical and physiological mechanisms, and techniques for investigating cells. Prerequisites: Biology 101, Chemistry 201 and 202 or 422. 3-3-4.

402. Ecology
A study of life in relationship to the environment. The ecosystem approach is emphasized. Society's self-inflicted problems, such as pollution are investigated. Much field work is done. 3-3-4.

404. Developmental Biology
A study of the basic developmental processes including differentiation, morphogenesis, reproductive processes, maturation, growth and aging, with emphasis on vertebrate embryonic development. Prerequisite: Biology 201-202. 3-3-4.

405. Topics in Advanced Biology
Study of specific areas in biology not covered by other upper level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: Biology 101, 102, and permission of instructor. 3-3-4 or 3-0-3.

422. Biochemistry
(See Chemistry 422.) 3-3-4.

495, 496. Independent Study
Individual work planned to meet the need and interests of qualified students. 0-Independent Study-(1-3), 0-Independent Study-(1-3).

Chemistry

103. Elementary Chemistry
Recommended for nonscience and nursing majors. Emphasis in applications of the basic principles of chemistry: history, measurements, formulas and equations, structure and bonding, states of matter, reactions, solutions, acids and bases, and organic chemistry. Prerequisite: Satisfactory performance in high school algebra or Math 101. 3-3-4.

111. General Chemistry
Recommended for beginning science and mathematics majors. Emphasis in the fundamental laws and theories of chemistry: chemical formulas and equations, gas laws, thermochemistry, electronic structure, chemical bonding, and physical properties. Prerequisite or corequisite: Math 111 or 112. 3-3-4.

112. General Chemistry
A continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates, acids and bases, redox reactions, and organic and inorganic reactions. Prerequisite: Chemistry 111 (or Chemistry 103 and permission of instructor). 3-3-4.

201, 202. Organic Chemistry
Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 3-3-4, 3-3-4.

301. Analytical Chemistry
Methods of chemical and instrumental analysis as applied to chemistry, biology, and medicine: phase-change separations, extraction, chromatography, spectrophotometry, and spectroscopy (UV-VIS and IR). Prerequisite: Chemistry 112; Prerequisite or corequisite: Chemistry 201. 3-3-4.

302. Analytical Chemistry
A continuation of Chemistry 302: spectroscopy (NMR and MASS), electrochemistry, acid-base titrations, and kinetics. Prerequisite: Chemistry 301. 3-3-4.

391, 392, 491, 492. Chemistry Seminar
Directed reading, study, and discussion designed to reemphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry
Application of laws of physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Mathematics 221. 3-3-4, 3-3-4.

422. Biochemistry
A discussion of the kinds of compounds found in living organisms, their biochemical reactions and significance. The laboratory work parallels the classroom study. Prerequisite: Chemistry 201. 3-3-4.

451, 452. Inorganic Chemistry
A comprehensive study of the physical and chemical properties of the elements: Theories of electronic structure and chemical bonding, spectroscopy, coordination chemistry, molecular structure and reactivity, and a survey of inorganic, organometallic, and bioinorganic chemistry. Prerequisites: Chemistry 402 and Mathematics 222. 3-0-3, 3-3-4.

495, 496. Independent Study
Individual work planned to meet the needs and interests of qualified students. 0-Independent Study-(1-3), 0-Independent Study-(1-3).

Geology

101. Physical Geology
A survey of the distribution, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-4.

102. Historical Geology
A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on plate tectonics and the development of life throughout geologic times. Prerequisite: Geology 101. 3-2-4.

Science Education

101. Life and Physical Science (Early Childhood and Intermediate)
This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-2-4.

102. Life and Physical Science (Early Childhood and Intermediate)
This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-2-4.

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of persons. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

Degree Requirements

The Bachelor of Science Degree with a Major in Psychology	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A, B, or C) . . . . . Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	40-52
MAJOR — (36 hours, 6 counted on Basic Course Requirement) . . . Psychology 201, 206, 307, 397, and 441 or 444 are required. Fifteen hours, excluding Psychology 498, must be earned at the 400 level.	30
SUPPORTIVE STUDIES . . . . . To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	15-23
COMPLEMENTARY REQUIREMENTS . . . . . Other area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Description of Courses

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

Psychology 201 is a prerequisite for all other courses in psychology.

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

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

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

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

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

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

307. Physiological Psychology
An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. 3-0-3.

310. Social Psychology
A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion
A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3.

396. Introduction to Statistics
An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology
An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

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

402. Introduction to Counseling
The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisite: Psychology 401 or permission of instructor.

403. Industrial Psychology
The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. 3-0-3.

405. Psychology of the Exceptional Child
A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: Psychology 206 or 301. 3-0-3.

441. Psychology of Learning
A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. 3-0-3.

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

491, 492, 493. Seminar in Psychology
1-0-1, 2-0-2, 3-0-3.

495, 496. Indpendent Study
An in-depth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3.

497, 498. Internship in Psychology
Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.

Department of Religious Studies and Philosophy

The purpose of the Department of Religious Studies and Philosophy is to be seen in a two-fold manner:

1. For all students of the college, the presentation of the Christian heritage as a part of the student's liberal arts education in a church-related college.
2. For the students who choose to pursue a major, the preparation of the student both to think and to act responsibly with the knowledge gained, so that the student can pursue further study and a life of servant leadership.

Degree Requirements

The Bachelor of Arts Degree With a Major in Biblical Literature and Languages	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A) ..... Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	52
MAJOR ..... Three advanced courses in Old Testament studies, three advanced courses in New Testament studies, and either Hebrew 101, 102, 201, and 202 or Greek 301, 302 and Hebrew 101, 102.	30
SUPPORTIVE STUDIES ..... Ancient History, Civilization, Religion (other than Biblical studies), Religious Education, and Foreign Languages, as approved by the faculty adviser.	15-23
COMPLEMENTARY REQUIREMENTS ..... Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	15
FREE ELECTIVES	16-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Religion	**Semester Hours**
(A student may choose to concentrate in certain areas within the Religion major according to academic interests.)	
BASIC COURSE REQUIREMENTS (Group A)	40-52
Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 244, 246, or 345.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 271, 371, 372, 373, or 375.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, 494, Religious Education 375 and 490.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 495, Religious Education 270, or 372. Six hours of Greek Language or Hebrew Language may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	
SUPPORTIVE STUDIES	15-16
Take any two literature courses offered by the Department of English Language and Literature plus one practicum (Religious Education 271, 377, 397, Religion 358 or 397 as approved by the faculty adviser) and select 6-9 hours from the following courses: Business Education 307, Greek 301, 302, Greek Civilization 300, Hebrew 101, 102, 201, 202, Hebrew Civilization 303, History 310, Latin Civilization 301, Music 265, Religion 327, Religious Education 371, 374, 377, 397, 401, Sociology 203, 320, 356, or Speech 102. Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.	
COMPLEMENTARY REQUIREMENTS	15
Select 15 hours from the courses or subject areas listed below: Art 301, 302, Business Administration 213, 214, 316, English, French, German, History, Philosophy, Physical Education 312, Psychology, Sociology, Spanish and substitutions, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Religion With Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A) ..... The Social Science requirement must be met by taking Sociology 201 and one course from the following areas: Anthropology, Economics, Geography, and Political Science. Any foreign language is acceptable, but Greek is highly recommended.	40-52
MAJOR ..... Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316 or 317. Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, or 337. Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, or 345. Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, or 490. Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, or 494. Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	30
SUPPORTIVE STUDIES ..... Six hours of literature are required (see p. 81). Three of the following must be selected; Business Education 307, Philosophy, Sociology 356, Speech 102, History 310, or Hebrew.	15
COMPLEMENTARY REQUIREMENTS ..... Education 412, 422, 432, 450, Health 221, Psychology 201, 302, and 303.	23
FREE ELECTIVES	17-1
CONVOCATION	0-4
Total	128

Description of Courses

Religion

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

101. Introduction to the Old Testament
3-0-3.

102. Introduction to the New Testament
3-0-3.

203. 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. 3-0-3.

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

241. Basic Christian Ethics
A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man
An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

244. An Introductory Study of the Religions of Man
A survey of certain leading religions of the world today. 2-Independent study-0-3.

246. Eastern Religions
An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. 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. Lecture-Travel-3 or 3-0-3.

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. 3-0-3.

306. Old Testament Thought
The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation and eschatology. 3-0-3.

307. Studies in the Pentateuch
A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

312. Life and Letters of Paul
A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought
A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

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. 3-0-3.

317. The General Epsitles and Hebrews
A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319. The Morris Lectures
A series of lectures in honor of the Reverend B. E. Morris concerning various apsects of Biblical theology. 1 to 3 hours.

322. Early and Medieval Christianity
A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity
Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity
An 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. 3-0-3.

325. Baptist History and Thought
An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions
A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

327. The Renaissance and Reformation
A study of the history of the church during the Reformation. 3-0-3.

333. Basic Christian Beliefs
An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion
An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Church History
A survey of the religious and political history of the Black Church, together with a look at the modern Black Church, black religious leaders, and black theology. 3-0-3.

354. Christian Preaching
The fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

358. The Pastor's Work: A Practicum
A study of the minister's personal development and his work as pastor of a church. 2-practical experience-0-3.

376. Pastoral Ministries
Guided studies, observations and practical experiences in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

397. Pastoral Internship
A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

491. Old Testament Seminar
3-0-3.

492. New Testament Seminar
3-0-3.

493. Church History Seminar
3-0-3.

494. Contemporary Theology Seminar
3-0-3.

495. Independent Study
A course consisting of guided reading, conferences with the professor and written reports. 0-Independent Study-3.

Religious Education

270. Introduction to Religious Education Foundations
An inquiry into the history, philosophy, and vocational possibilities of religious education as well as the history of Southern Baptist organizations of religious education and how they relate to Southern Baptist policy and structure. 3-0-3.

271. Introduction to Religious Education Ministries
Guided studies, observations, and practical experiences in the educational leadership in the Church, including special study in the areas of personal growth and development, church renewal, and outreach ministries. 3-1-3.

371. Religious Education of Pre-schoolers and Children
A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them.

372. Religious Education of Youth and Adults
A study of the educational principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and limitations of organizations and methods designed to teach them.

373. Religious Education Foundations: Church Administration
A study of church administration including principles and practice in management, planning, finance, leadership, public relations, and church architecture.

374. Psychology of Religion
A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Foundations: Organization and Curriculum
An in-depth study of the Southern Baptist organizations of religious education, their function in a church, their structure, and their respective curricula and the selection, use, and production of curriculum materials in the church.

377. Field Education: The Ministry of Education
A semester spent in part-time supervised service in a local church or denominational agency. Prerequisites: Approval of the instructor and the Department. 0-practical experience-1.

397. Religious Education Internship
A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the Department. 0-practical experience-3.

401. Counseling for Church Leaders
A study of basic counseling techniques, such as, referral, qualifications of the counselor, theories of personality, etc. along with a consideration of basic counseling theories. A special emphasis will be given to a study of Integrity Therapy, Reality Therapy, Behavior Modification, and Transactional Analysis. Prerequisites: 6 hours of psychology. 3-0-3.

490. Religious Education Seminar
Independent research, guided reading, and group investigation offer the senior student the opportunity to study more deeply the total scope of the religious education ministry in a local church. Prerequisites: Religious Education 270 and senior standing. 3-0-3.

Philosophy

200. Introduction to Philosophy
An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

201. An Introduction to Logic
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. 3-0-3.

202. Man: Freedom and Responsibility
A study of the moral dimensions of man's existence: his personal rights and duties; his relation to society. Ethical theories and systems will be examined for the appropriateness of their application to contemporary living. The course will include examination of various ethical theories, discussion of questions about the nature of morality, and consideration of particular contemporary ethical dilemmas. 3-0-3.

203. Myths, Symbols and Images
A philosophical analysis of man's search for meaning and self-understanding through myths, symbols and images found in selected stories, epics, poetry, films, scriptures and biographies. 3-0-3.

204. Philosophy of Man
A philosophical study of contemporary psychological, biological and theological views of man. 3-0-3.

205. Oriental Philosophy
A philosophical study of the major cultural and religious traditions of Asia. Emphasis will be placed on philosophies of life developed in conjunction with Hinduism and Buddhism. 3-0-3.

206. Philosophy of Science
A study of the origins of science and various philosophical issues associated with science, the scientific method and public policy related to science. 3-0-3.

Department of Social Sciences

The Department of Social Sciences accepts candidates for the Bachelor of Arts Degree with concentrations in Economics, History, Political Science, Sociology, and Criminal Justice.

The major purposes of the Department are: (1) to prepare students for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

Degree Requirements

The Bachelor of Arts Degree With a Major in History	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are requied of all History majors.	
SUPPORTIVE STUDIES	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology, and Sociology.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-9
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Social Science	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
The Social Science Major must complete at least 18 hours in one of the following areas: Economics, History (above 101, and 102), Political Science, or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. Economics 203 and 204 are required of all students concentrating in Economics. History 201 and 202 are required of all students concentrating in History. Political Science 201 and 202 are required of all students concentrating in Political Science. Sociology 201 is required of all students concentrating in Sociology.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of 15 hours in Social Science (including Psychology) above those in the Basic Course Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Social Science With Preparation for Secondary (9-12) Teacher Certification	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group A) ..... The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR ..... The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.	30
SUPPORTIVE STUDIES ..... The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.	15
COMPLEMENTARY REQUIREMENTS ..... Education 316, 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 81).	26
FREE ELECTIVES	17-1
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree with a major in Criminal Justice.

The Social Science — Law Enforcement major is a dual/joint degree program between Gardner-Webb and several other institutions including Cleveland County Technical Institute, Gaston Community College, Isothermal Community College and Western Piedmont Community College. The program provides courses permitting the student to earn an Associate of Arts Degree in Law Enforcement at another institution and the Bachelor of Science Degree in Social Science with a concentration in Criminal Justice. Students not wishing to receive the A.A.S. Degree will be required to take appropriate work at a two-year school in order to complete the B.S. Degree at Gardner-Webb. The Criminal Justice student in the evening school will generally be expected to receive the A.A.S. Degree in an approved program as a prerequisite for entering the Gardner-Webb Criminal Justice Program. Those students interested in the program should correspond with Professor Lansford Jolley, Coordinator of the program or Dr. Larry Sale, Director of Continuing Education.

The Bachelor of Science with a major in Social Science with a concentration in Human Services

The Social Science — Human Services major is embodied in an Evening College program. The degree program is designed within the liberal arts tradition of the College to prepare students for work in a wide range of social agencies that serve human needs at individual, group, or community levels. The program is designed for students who have completed approximately one-half of their college course work and who desire to pursue the Bachelor's degree with the intent of improving their helping skills. Students desiring to enter the program should have an Associate's degree in an approved area. Those students interested in the program should correspond with professor Roger Gaddis, program coordinator.

Description of Courses

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

Geography

101. Introduction to Physical Geography
The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.

102. World Regions
The study of the physical and human geography of the various world regions. 3-0-3.

320. Environment and Man
A study of the two-way relationship between persons and their environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

History

101. Survey of Modern Western Civilization, 1500-1815
3-0-3.

102. Survey of Modern Western Civilization since 1815
3-0-3.

201. Survey of United States History to 1977
3-0-3.

202. Survey of United States History since 1877
3-0-3.

310. The Ancient World to the Fall of Rome
3-0-3.

311. Medieval Europe
3-0-3.

315. The United States during the Colonial Period
3-0-3.

316. Hamilton, Jefferson and Jackson
3-0-3.

317. The Old South
3-0-3.

318. Civil War and Reconstruction
3-0-3.

319. The United States in the Twentieth Century
3-0-3.

322. Early and Medieval Christianity (See Religion 322)
3-0-3.

323. Modern Christianity. (See Religion 323)
3-0-3.

327. The Renaissance and Reformation. (See Religion 327)
3-0-3.

332. Europe since 1914
3-0-3.

337. History of England before 1689
3-0-3.

338. History of England since 1689
3-0-3.

345. North Carolina History
3-0-3.

352. Survey of Latin American History
3-0-3.

362. History of the Soviet Union since 1917
3-0-3.

380. Modern Germany since 1789
3-0-3.

411. Diplomatic History of the United States
3-0-3.

412. History of the Middle East since 1500
3-0-3.

413. History of Africa since 1500
3-0-3.

432. Social Science
Methods of Teaching Social Studies (Secondary). Provides an understanding and application of the use of materials and teaching methods. Course includes laboratory experience on the secondary level. 2-1-2.

495-496. Independent Study
An honors course open to senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

Political Science

201. Introduction to Political Science
A basic course in Political Science dealing with the fundamentals of persons politically organized. 3-0-3.

202. 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. 3-0-3.

300. Social Science
Course by newspaper. This is a course offered each semester and deals with significant contemporary issues in American life. The course is co-sponsored by the Shelby Daily Star and Gardner-Webb College. 3-0-3.

303. American Foreign Policy
A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States
A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal government. 3-0-3.

305. Public Opinion and Political Participation
A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics
An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

311. European Government and Politics
A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations
A study of the governments, politics, and political problems of emerging nations. 3-0-3.

314. Judicial Process
A study of the Judicial Processes in the United States including pertinent Court decisions and a general review of the Administration of Justice in our Society. 3-0-3.

320. Constitutional Law
A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics
An analysis of politics among nations. 3-0-3.

325. Southern Politics
An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of black political participation. 3-0-3.

403. The President, Congress, and Public Policy
An analysis of the roles of President and Congress in making national policy. 3-0-3.

495. An honors course
Open to senior majors in the department. Consent of the department is required. Prerequisite: A ''B'' average in the department. 0-Independent Study-3 to be approved.

497, 498. Internship in Political Science
Three hours credit may apply to the student's Major. Prerequisite: Junior standing and Departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

Sociology

201. Introduction to Sociology
This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

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

203. Marriage and Family
This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

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

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

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

330. Sociological Theory
A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

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

396. Introduction to Statistics
(See Psychology 396). 3-0-3.

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

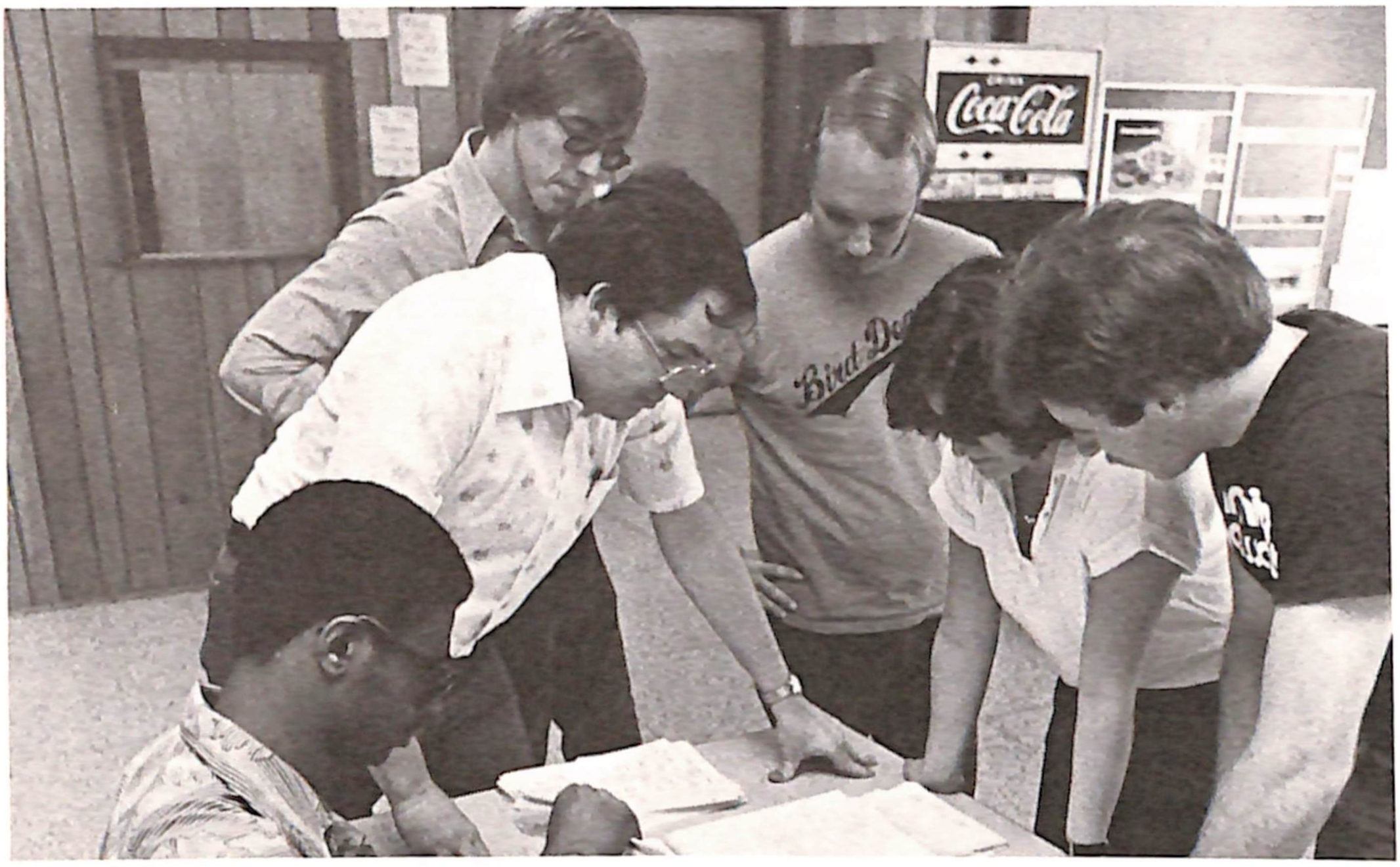
411. Criminology
An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. The Urban Community
A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

432. Social Science
Methods of Teaching Social Studies (Secondary). Provides an understanding and application of the use of materials and teaching methods. Course includes laboratory experience on the secondary level. 2-1-2.

497, 498. Criminal Justice Internship
Designed for students enrolled full time in the Criminal Justice Program. This program is designed to enhance a student's academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the Criminal Justice System. Junior or Senior standing. Credits to be arranged.

497, 498. Internship in Sociology
Three hours credit may apply to the student's major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.



Criminal Justice

410. A Philosophy of Criminal Justice

The major focus of this course will be with punishment and alternatives for dealing with law violation, as well as with some of the relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, the legitimacy of alternative to punishment, the justification for considering certain or all kinds of illegal acts as the product of a disease, and the reconciliability of a system of punishment with a deterministic view of human behavior. 3-0-3.

420. Administrative Decision Making

This will be an advanced course in police administrative decision making. Considerable emphasis will be given to management styles and the affect of management styles on the operation of the police force. The principles of management studied in the course will have relevance to other areas of management including related criminal justice agencies. 3-0-3.

430. Criminal Justice Theory and Research

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

Special Degree Program

Gardner-Webb College has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with Charlotte Memorial Hospital whereby students may earn the Bachelor of Science degree in Medical Technology.

The agreements provide that the student will do three years' work at the college and the final year of study, a full calendar year, at the clinical facility. The degree will be granted by Gardner-Webb College.

Degree Requirements

The Bachelor of Science Degree With a Major in Medical Technology	**Semester Hours**
BASIC COURSE REQUIREMENTS (Group B) The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 111 and 112. Mathematics 111 is required and will satisfy the Mathematics requirement.	48
MAJOR To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine or Charlotte Memorial Hospital.	32
SUPPORTIVE STUDIES Biology 203, 204, 206, Biology 307, Chemistry 201, 202, and Mathematics 112 are required.	24
COMPLEMENTARY ELECTIVES To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	15
FREE ELECTIVES Physics 201 and 202 are recommended. Biology 301, 422, additional chemistry is recommended for all students.	12-9
CONVOCATION	0-3
Total	128

Associate Degree Program

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of two specialities may be chosen in Business. These are General Business and Secretarial Science. See the Department of Business Administration for details.

Department of Nursing

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the program should be a responsible contributing member of the health care system.

The faculty believes that Associate Degree Nursing education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as related to self and other persons.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and behavioral sciences having as its objectives promotion and maintenance of an optimum level of wellness of all individuals.

The Associate Degree nurse fulfills an important role within the scope of nursing practice. Functioning as a member of the health care team, he/she utilizes the nursing process to provide quality care to individuals in secondary health care settings such as acute or extended care facilities. The graduate acquires and redefines skills as made necessary by social and technological change.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with clients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships;
2. To understand the role of the Associate Degree Nurse and his/her functions in the ever changing health care system;
3. To identify facts and principles of physical, biological, and behavioral sciences which form a basis in nursing;
4. To demonstrate skill in gathering data, assessing needs, planning, intervening, and evaluating nursing care of clients with common, recurring health problems and to promote and maintain a high level of wellness for individuals;
5. To be cognizant of present, emergent, and changing concepts of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

Degree Requirements

The Associate in Arts Degree, Leading to Licensure (65 semester hours required)

The number of semester hours required per semester will be dependent upon completion of required summer school study. Six semester hours of work selected from the curriculum below and approved by the Department Chairman must be completed in SUMMER SCHOOL prior to the sophomore year.

First Year	*Semester Hours*
Biology 203**, 204**	6
Biology 205**	3
English 101	3
Nursing 101, 111, 112 102, 103	16
Psychology 201**, 206**	6
	34

Second Year	*Semester Hours*
Religion	3
English 102	3
Nursing 201, 202, 203, 204, 205, 206, 290	21
Sociology 203	3
Physical Education	1
	31

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are considered in Biology courses.

**Pre- or co-requisite to Nursing 101, 111, 112, 102, and 102, pre-requisite to Nursing 201, 202, 203, 204, 205, and 206.

All students must complete all courses except Nursing 204, 205, 206 and 290 prior to the spring semester of the sophomore year. No other courses may be taken during this semester.

Because the length of the Nursing courses does not always correspond with regular semester courses, any withdrawal from a nursing course must be completed prior to the midpoint of the course.

Description of Courses

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

101. Fundamentals of Nursing
A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the Associate Degree Nurse. Maslow's Theory of the Hierarchy of Needs is presented as a framework for providing continuity and integration of content throughout the nursing curriculum. 4-5-6*

102. Nursing Intervention I
A study of health care during periods of normal growth and development with emphasis on health maintenance, and during selected stressful situations with emphasis on the care of the ill child. Prerequisite: Nursing 101. 5-9-4.* (8 weeks).

111. Introduction to Pharmacology
A study of principles and skills utilized in the computation, administration, and control of medications. Major classifications of drugs are introduced as a basis for continued study of pharmacology throughout the curriculum. 1-0-1*

112. Introduction to Nutrition
A study of the basic food groups, dietary constituents, and principles utilized in maintaining adequate nutrition in individuals. The course serves as a foundation for continued study of nutritional therapy throughout the curriculum. 1-0-1*

103. Nursing Intervention II
A study of health care relating to the person having surgery or selected health problems of altered cellular metabolism and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-4.* (8 weeks).

201. Nursing Intervention III
A study of health care during the normal maternity cycle. The concepts of family planning with emphasis on health maintenance and teaching serve to guide the student's course of study. Prerequisite: Nursing 101, 102, 103. 5-12-3.* (5 weeks).

202. Nursing Intervention IV
A study of health care of the person experiencing problems of altered oxygenation resulting from dysfunctions of the cardiorespiratory system. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101, 102, 103. 5-12-3.* (5 weeks).

203. Nursing Intervention V
A study of health care of the person experiencing problems of altered mobility and sensory functions. Concepts of prevention, therapy and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101, 102, 103. 5-12-3.* (5 weeks).

204. Nursing Intervention VI
A study of selected major health problems affecting the family unit, including complications of pregnancy, congenital disorders, and death and dying. Prerequisite: Nursing 101, 102, 103, 201, 202, 203, 5-12-3.* (5 weeks).

205. Nursing Intervention VII
A study of the person experiencing altered patterns of behavior, with emphasis on appropriate nursing intervention, communication skills, and the formation of therapeutic interpersonal relationships. Prerequisite: Nursing 101, 102, 103, 201, 202, 203. 5-12-3.* (5 weeks).

206. Nursing Intervention VIII
Comprehensive Nursing. Serves to facilitate the integration of concepts gained in the nursing curriculum. Major emphasis is on skills and responsibilities necessary to aid in the transition of the nursing student to graduate nurse. Prerequisite: Nursing 101, 102, 103, 201, 202, 203, 204, 205. 3-24-4.* Pass-Fail. (5-6 weeks).

290. Nursing Seminar
A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the Associate Degree Nurse. Prerequisite: Nursing 101, 102, 103, 201, 202, 203. 2-0-2.*

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Statesville, N.C.
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Bernard Parker
Raleigh, N.C.
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Pinebluff, N.C.
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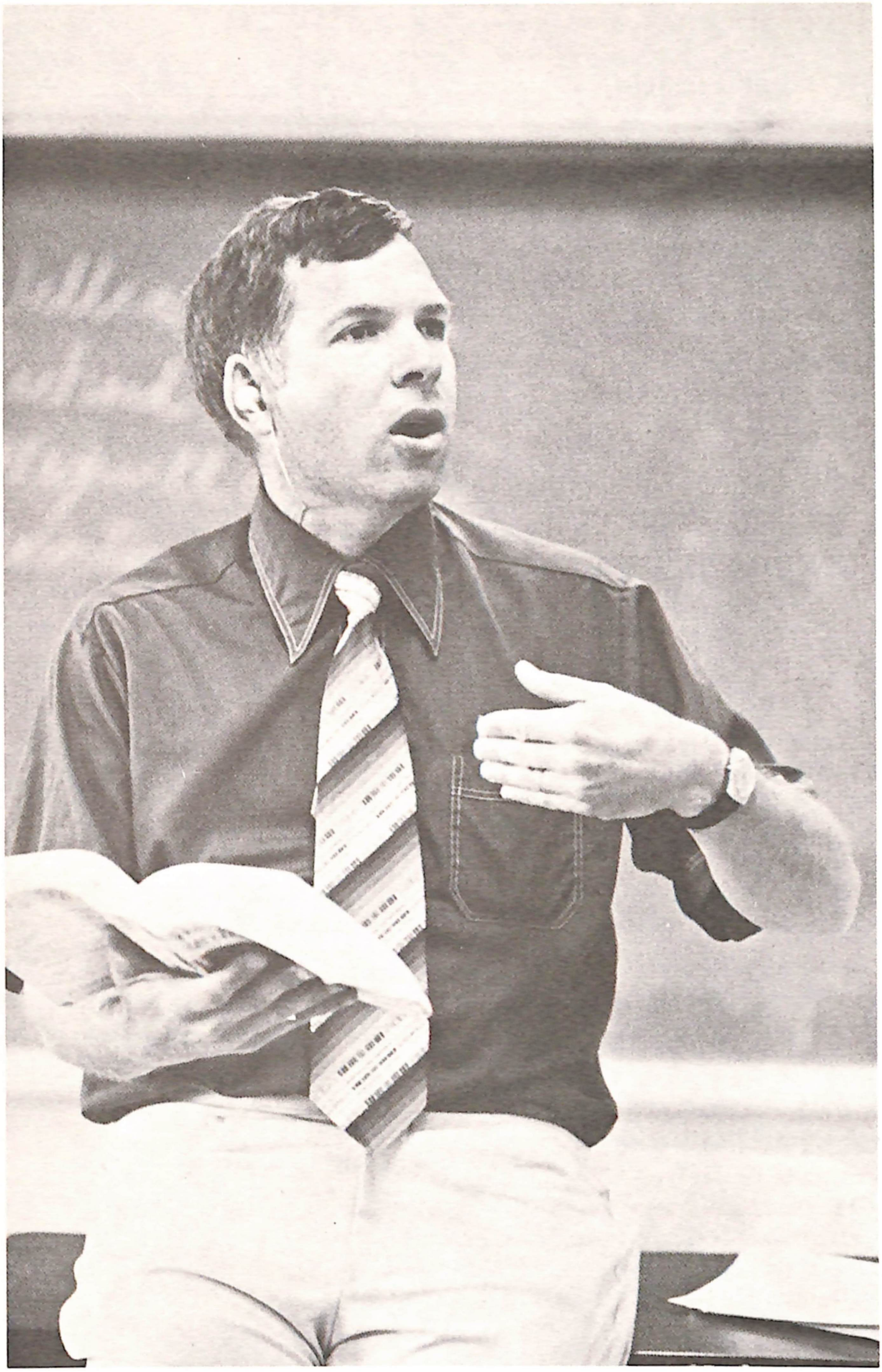
Morganton, N.C.
Dr. Helen Marie Stinson
Greensboro, N.C.
Rev. Joe L. Medford
Canton, N.C.
W. F. Gaston
Gastonia, N.C.
Ralph Spangler
Lawndale, N.C.



Faculty

Faculty*

CRAVEN EDWARD WILLIAMS (1976)**, D. Min.
President of the College
B.A., Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D.Min., Union Theological Seminary.

ROBERT E. KNOTT (1977), Ph.D.
Academic Vice President and Dean
B.S., M.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., State University of New York-Buffalo.

KENNETH C. ABERNETHY (1980), Ph.D.
Associate Professor, Mathematics, Computer Science
B.S., University of North Carolina-Charlotte; A.M., Ph.D., Duke University.

GARLAND H. ALLEN (1961), Ph.D.
Professor, Religion, History
B.A., Ouachita Baptist College; B.D., Th.M. Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A.
Associate Professor, Business
A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

ELIZABETH T. ANDERSON, Medical Technology
Education Coordinator, Charlotte Memorial Hospital and Medical Technology
B.A., University of North Carolina at Greensboro; Med. Tech., Bowman-Gray School of Medical Technology.

CHARLES S. ANDREWS (1960), Ph.D.
Chairman, Department of Foreign Languages and Literature; Professor, French, Spanish
A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

MICHELE AINA BARALE (1978), M.A.
Instructor, English
B.A., M.A., Loyola University; Ph.D. Candidate, University of Colorado.

CAROLYN ANN BILLINGS (1979), M.M.
Assistant Professor of Music
B.M., Salem College; M.M., University of Illinois — Champaign-Urbana; D.M.A., Candidate, University of Missouri — Kansas City

GILMER WARREN BLACKBURN (1968), Ph.D.
Associate Professor, History
A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina — Chapel Hill.

**As defined by the Faculty Constitution.*
***The date after a name indicates the first year at Gardner-Webb College.*
****On leave of absence.*

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D.
Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education
A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A.
Acting Chairman, Department of English Language and Literature; Associate Professor, English
B.S., Western Carolina University; M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina — Chapel Hill.

ERNICE DYSON BOOKOUT (1980), Ph.D.
Assistant Professor, Education
B.S., East Texas Baptist College; M.Ed., University of North Florida; Ph.D., Florida State University.

LOIS BULL BRADLEY (1967), B.S.
Instructor, Nursing
R.N., B.S., Lenoir-Rhyne College — Grace Hospital of Nursing; Additional Study, Lenoir-Rhyne College, University of North Carolina — Charlotte.

JOYCE COMPTON BROWN (1966), Ph.D.
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B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi; Additional Study, Appalachian State University.

LESLIE MORRIS BROWN (1966), Ph.D.
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B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

JERRY ZEB BRYSON (1966), M.A.
Assistant Professor, Health Education, Physical Education; Head Baseball Coach
B.S., Pfeiffer College; M.A., Appalachian State University.

BARBARA N. BURKETT (1979), Ph.D.
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B.S., North Carolina State University; Ph.D., Western Reserve University.

SUE CHAMPION CAMP (1976), M.A.T., CPS
Assistant Professor, Business
B.S., Gardner-Webb College; M.A.T., Winthrop College; Additional Study, University of South Carolina — Columbia; Ed.D. Candidate, University of Tennessee.

BETTYE McCLURE CARPENTER (1965), M.A.
Associate Professor, Psychology
A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina — Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina — Chapel Hill, Western Carolina University; Ed.D. Candidate, Nova University.

WALLACE REID CARPENTER (1964), M.A., Ed.S.
Associate Professor, Data Processing
B.S., M.A., Appalachian State University; Ed.S., Western Carolina University; Additional Study, University of North Carolina — Chapel Hill, Western Carolina University.

RALPH LOGAN CARSON (1973), Ph.D.
Assistant Professor, Religion
A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D., Drew University.

JEFFREY (CHIT-FU) CHANG (1966), Ph.D.
Associate Professor, Mathematics, CDE
B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.Div.
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B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., University of North Carolina — Chapel Hill; Additional Study, University of North Carolina — Chapel Hill.

WENDELIN J. CLONTZ (1978), B.S.N.
Instructor of Nursing
B.S.N., University of North Carolina at Chapel Hill.

BARBARA JENSEN CRIBB (1969), M.Ed.
Associate Professor, Education, Art
B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University, University of South Carolina — Spartanburg.

GEORGE ROBERT CRIBB (1969), Ed.D.
Chairman, Department of Fine Arts; Professor, Music
B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky; University of York (England); Hartt College of Music — University of Hartford; Westminster Choir College.

ALICE RAE CULLINAN (1974), Ed.D.
Assistant Professor, Religious Education, Religion
B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

BEVERLY ROBBINS DAVIS (1978), B.S.N.
Instructor of Nursing
A.A., Gardner-Webb College; B.S.N., Lenoir-Rhyne College.

ROBERT LEE DECKER*** (1970), M.R.E., M.A.
Assistant Professor, Music
B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D. Candidate, University of North Carolina at Greensboro.

DAVID A. DEGRAAF (1980), M.A.
Assistant Professor, Science Education
B.A., Calvin College; M.A., Western Michigan University; Ph.D. Candidate, Western Michigan University.

BEN E. DIAMOND (1976), M.A.
Guest Lecturer, Department of Natural Sciences
M.A., University of South Dakota; Additional Study Kansas State University.

JOHN R. DRAYER (1973), Ph.D.
Associate Professor, Religion
B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, University of North Carolina — Chapel Hill.

ANTHONY FINLEY EASTMAN (1966), Ph.D.
Professor, History
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

MARGARET MCGIMSEY FARFOUR (1973-75; 1978), B.S.N.
Instructor, Nursing
R.N., B.S.N., Duke University.

ROGER GARY GADDIS (1974), Ph.D.
Chairman, Department of Psychology; Associate Professor, Psychology
B.A., University of North Carolina — Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional Study, Appalachian State University.

PAUL DAVID GARDNER, JR. (1977), D.A.
Assistant Professor, Health Education, Physical Education
B.S., M.A., Appalachian State University; D.A., Middle Tennessee State University.

JOHN D. GRAHAM (1979), Ph.D.
Director of Counseling Services, Assistant Professor of Psychology
B.S., Clemson University; M.A., Western Kentucky University; Ph.D., Purdue University.

FRANKLIN KEITH GRIGGS (1965), M.A., Ed.S.
Assistant Professor, Business, Data Processing
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina — Charlotte; Ed.S., Western Carolina University.

NELL SELF GRIGGS (1965), M.A.
Assistant Professor, Health Education, Physical Education
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University, University of North Carolina — Charlotte.

BARRY EDMOND HAMBRIGHT (1969), M.A.
Associate Professor, History, Political Science
A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D. Candidate, University of South Carolina.

MICHAEL A. HARRELSON (1968), Ph.D.
Chairman, Department of Biology, Chemistry, and Geology; Professor, Biology
A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia; Additional Study, Bowling Green State University.

PATRICIA BLANTON HARRELSON (1975), M.Mus.
Assistant Professor, Music
B.Mus., North Carolina School of the Arts; M.Mus., Converse College.

JAMES P. HENSON (1957-62; 1968), Ed.D.
Professor, Psychology
A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

JOSEPH L. HUGHEY, IV (1979), Ph.D.
Assistant Professor of Chemistry
B.S., Georgia Institute of Technology; Ph.D., University of North Carolina — Chapel Hill; Additional Study, Ohio State University, Rutgers University.

DELORES M. HUNT (1978), D.A.
Associate Professor, Health Education, Physical Education, Women's Volleyball Coach
B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S.
Chairman, Department of Social Sciences; Professor, Social Science
A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional Study, George Peabody College for Teachers, Florida State University, University of North Carolina — Greensboro.

PAUL WISEMAN JOLLEY (1962), Ed.D.
Chairman, Department of Mathematical Sciences; Professor, Mathematics
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina — Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T.
Associate Professor, Sociology
B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina — Chapel Hill; Additional Study, University of Colorado, University of North Carolina — Chapel Hill, University of Tennessee.

ROBERT L. LAMB (1962-77; 1979), Ed.D.
Professor, Religious Education, Religion
B.A., Stephen F. Austin State College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College, Baylor University, University of Houston, North Carolina State University, Appalachian State University.

MICHAEL H. LEAKAN, M.D.
Associate Pathologist (Charlotte Memorial Hospital in Medical Technology)
B.A., Loyola College; M.D., University of Maryland.

BETTY HOYLE LOGAN (1957), M.A.
Associate Professor, Business
B.S.S.A., University of North Carolina — Greensboro; M.A., Appalachian State University.

MARCIA M. McDONALD (1977), M.S.N.
Assistant Professor, Nursing
B.S., University of Michigan; M.S.N., University of North Carolina — Chapel Hill.

ROBERT EARLE MORGAN (1967), Ph.D.
Professor, French
A.B., Lenoir-Rhyne College; M.Ed., Ph.D., University of North Carolina — Chapel Hill; Additional Study, University of North Carolina — Chapel Hill

ROBERT EARNSHAW MORRIS (1976), Ph.D.
Assistant Professor, Mathematics, Physics
B.S., Stetson University; M.S., Ph.D., University of North Carolina — Chapel Hill.

JAMES R. MOUW (1979), M.S.L.
Technical Services Librarian
B.A., Calvin College; M.S.L., Western Michigan University.

MARION VANN MURRELL (1967), Ph.D.
Chairman, Department of Religious Studies and Philosophy; Professor, Religion
B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburg (Scotland); Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D.
Professor, History
B.A., M.A., Ph.D., The Tulane University of Louisiana; Postdoctoral Study, University of Texas, Duke University.

THIRLEN OSBORNE (1957), M.A.
Professor, English
A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D., Candidate University of North Carolina — Chapel Hill.

CLARENCE SHERMAN PARRISH (1970), Ph.D.
Professor, Chemistry
A.B., Berry College; Ph.D., University of Mississippi.

PHIL DANIEL PERRIN (1969), D.M.A.
Professor, Music
B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary; Additional Study, Westminster Choir College.

LINDA HESTER PHILLIPS (1972-76; 1978), B.S.
Instructor of Nursing
R.N., B.S., Lenoir Rhyne College; Additional Study, University of North Carolina — Charlotte.

LAUNITA EYE PROCTOR (1969), M.R.E., Ed.S.
Associate Professor, Health Education, Physical Education
A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S., Appalachian State University; Additional Study, University of Virginia; Ed.D. Candidate, Vanderbilt University.

J. ALLEN QUEEN (1978), Ed.D.
Chairman, Department of Education; Associate Professor, Education
B.S., M.A., Western Carolina University; Ed.D., University of Virginia.

PATSY S. QUEEN (1978), B.S.N.
Instructor, Nursing
B.S. Ed., B.S.N., Western Carolina University; Additional Study, University of Texas.

JAMES HUBERT RASH (1965), M.Ed.
Associate Professor, Art
A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College; University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

FERRY EVAN RICHARDS (1980), Ph.D.
Chairman, Department of Business Administration; Associate Professor, Business
B.S., University of Texas — Austin; M.S., Lamar University; Ph.D., University of Arkansas.

LARRY L. SALE (1971), Ed.D.
Dean of Continuing Education and Summer School; Professor, Eduation
B.S., M.A., Appalachian State University; Ed.D., Indiana University.

JOY YOUNG SANDIFER (1967), M.L.S.
Reference Librarian
B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Appalachian State University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D.
Professor, Education
B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

MANUEL ALLEN SETZER (1965), M.A.T.
Associate Professor, Spanish
A.B., Lenoir-Rhyne College; M.A.T., University of North Carolina — Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

DAVID WARREN SMITH (1976), M.M.
Assistant Professor, Music
B.M.E., M.M., Northeast Louisiana State University; Ph.D. Candidate, Louisiana State University.

JOHN P. SNYDER (1978), M.A.S., CPA
Assistant Professor, Business
B.S., M.A.S., Johns Hopkins University; Additional Study, University of South Carolina.

WILLIAM B. STOWE (1965-68; 1969), Ph.D.
Associate Professor, English
B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D., University of South Carolina.

CHARLES OLAND SUMMERS (1976), M.A., Ed.S.
Assistant Professor, Music
A.B., M.A., Indiana State University, Terre Haute; Ed.S., Ball State University; D.A. Candidate, Ball State University.

JAMES KANIPE TAYLOR (1964), Ph.D.
Professor, English
B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), Ed.D.
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B.S., M.A., Ed.S., Appalachian State University; Ed.D., Nova University.

RONALD LEWIS THOMAS (1975), M.S.
Assistant Professor, Biology
B.S., Gardner-Webb College; M.S., Clemson University; Ph.D. Candidate, Clemson University.

SHIRLEY PUTMAN TONEY (1965), M.Ed.
Director, Nursing; Assistant Professor, Nursing
R.N., North Caorlina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional Study, Southwestern Baptist Theological Seminary.

GERALD L. WHITE (1979), Ed.D.
Director of Men's Services, Assistant Professor of Psychology
B.S., Delta State University; M.Ed., Ed.D., Mississippi State University.

JEANNETTE A. WOODWARD (1978), M.L.S.
Director of the Library
B.A., Wilmington College; M.L.S., Rutgers University; Additional Study, Seton Hall University.

Adjunct Instructors

ELIZABETH BENNETT (1976), M.C.M.
Adjunct Instructor, Piano, Organ
B.C.M., Furman University; M.C.M., Southern Baptist Theological Seminary.

NAN FRANCIS GREGG (1975), B.M.
Adjunct Instructor, Voice
B.M., Westminster Choir College; M.A., Equivalent, Long Island University, Hofstra University.

ELIZABETH MINUS (1973), M.A.
Adjunct Instructor, Voice
B.A., Columbia College; M.A., University of North Carolina — Chapel Hill; Additional Study, Westminister Choir College.

KATHRYN MUSSELWHITE (1973), M.A.
Adjunct Instructor, Piano
B.M., Flora MacDonald College; M.A., Appalachian State University.

MARY S. OATES (1975), M.A.T.
Adjunct Instructor, Strings, Piano
A.A., Mars Hill; B.A., B.M., University of North Carolina — Chapel Hill; M.A.T., Converse College.

LINDA PRICE SMITH (1977), B.M.E., M.A.
Adjunct Instructor, Clarinet
B.M.E., Northeast Louisiana University; M.A., Appalachian State University.

GENE R. WYATT (1978)
Adjunct Instructor, Guitar
Study at Williamsburg College, Corbin, Ky; Spartanburg Technical College.

Administrative Staff, 1978-79

Office of the President

Craven E. Williams, D. Min., *President of the College*
Judith Campbell Friedel, B.A. (Birmingham — Southern College), *Assistant to the President*
Kay L. Dobbins, *Secretary, President's Office*

Office of Church Relations

Robert W. Abrams, A.A. (Gardner-Webb), A.B. (Wake Forest), M.Div. (Southern Baptist Theological Seminary), *Director of Church Relations*

Office of the College Minister

Richard W. McBride, B.S.Ed. (University of Virginia), M.Div. (Union Theological Seminary), Th.M. (Duke Divinity School), *College Minister*
Glenda Vinesett, *Secretary*

Office of the Academic Vice President and Dean of the College

Robert E. Knott, Ph.D., *Academic Vice President and Dean*
Mildred B. Poston, A.A. (Gardner-Webb), *Administrative Assistant to the Academic Vice President and Dean*
Bernice H. Trexler, A.A. (Gardner-Webb), *Secretary, Nursing Department*
Kathy Holbrook, *Secretary, Education Department*

Office of Admissions

Richard H. Holbrook, A.A. (Gardner-Webb), B.S. (Mars Hill), M.Ed. (Boston University), *Assistant to the Academic Vice President for Enrollment Planning*
Pam Foxx, B.A. (Limestone), *Assistant Director of Admissions*
Michael J. England, B.S. (Gardner-Webb), *Assistant Director of Admissions*
Randy K. Kilby, B.A. (Gardner-Webb), *Assistant Director of Admissions*
Peggy C. Dill, *Secretary*
Freddie R. Sisk, *Secretary*

Office of/Dean of Continuing Education and Summer School

Larry L. Sale, Ed.D., *Dean of Continuing Education and Summer School*
Joyce B. Summers, B.S., (Indiana State University, Terre Haute), *Secretary*

Office of Data Processing

Duran Johnson, *Manager, Data Processing*

Office of Financial Aid

Marie B. Martin, B.S. (Gardner-Webb), *Director of Financial Aid*
Joetta Eastman, *Secretary*
Trisha Lucas, *Secretary*

Library

Jeannette A. Woodward, M.L.S., *Director of the Library*
James R. Mouw, M.S.L., *Technical Services Librarian*
Joy Y. Sandifer, M.L.S., *Reference Librarian*
Ann Graham, M.L.S., *Circulation/Periodicals Librarian*
Brenda Knott, *Periodicals Assistant*
Caroline B. Hunt, *Technical Processing Assistant*
Mary B. Jones, *Cataloging Assistant*
Vicki S. Walker, *Acquisitions Assistant*
Barbara Peeler, B.A., *Government Documents & Acquisitions Assistant*

Office of Records and Research

Dan W. Proctor, A.A. (Southwest Baptist College), B.A. (Howard Payne College), B.D., Ph.D. (Southwestern Baptist Theological Seminary), Additional Study, Jewish Theological Seminary of America, Director of Records and Research
Dorothy W. Edwards, A.B. (Meredith College), Assistant Director of Records
Barbara B. Merritt, *Secretary*

Office of Vice President for Business and Finance

Barry D. Hartis, CPA, B.S. (University of North Carolina — Charlotte), *Vice President for Business and Finance*
Novella M. Blanton, *Assistant Business Manager — Accounting*
Mitchell T. Jolley, B.S. (Gardner-Webb), *Staff Accountant*
Joann W. Lutz, *Secretary/Cashier*
Shirley B. Pyron, *Secretary/Cashier*
Jane V. Raduly, *Bookkeeper, Financial Aid Dept. of Business Office*
Shirley H. Washburn, *Switchboard Operator*
Sherry Waddell, *Accounts Payable Bookkeeper*

Bookstore

Catherine B. Jolley, *Manager*
Beth J. Houser, *Assistant to the Bookstore Manager*

Physical Plant Operations

H. Gene Borders, *Superintendent of Buildings and Grounds*
Willie Hall, *Director of Support Services*
Julius Hoyle, *Director of Physical Plant*
Clifford Ledford, *Assistant in Physical Plant Operations*
Jimmy T. Martin, *Assistant in Physical Plant Operations*

Security and Traffic

Gordon Washburn, *Director of Security and Traffic*
Larry J. Thomas, *Security Officer*
David L. Helton, *Security Officer*
Bobby Willis, *Security Officer*

Office of Vice President for Development

Paul E. Holcomb, B.S. (Indiana University), J. D. (University of Kentucky College of Law), *Vice President for Development*
Janelle H. Hicks, *Office Manager*

Office of Alumni Activities and Placement

Nancy Sarazen, A.B. (Duke), *Director, Alumni Association and Director, Placement Office*
Patti N. Tyndall, A.A. (Gardner-Webb), *Secretary Alumni Association and Placement Office*

Office of Information Services

Deborah B. Putnam, B.S., A.A. (Gardner-Webb), *Director of Information Services*
Allene J. Sims, *Secretary*

Office of Sports Information

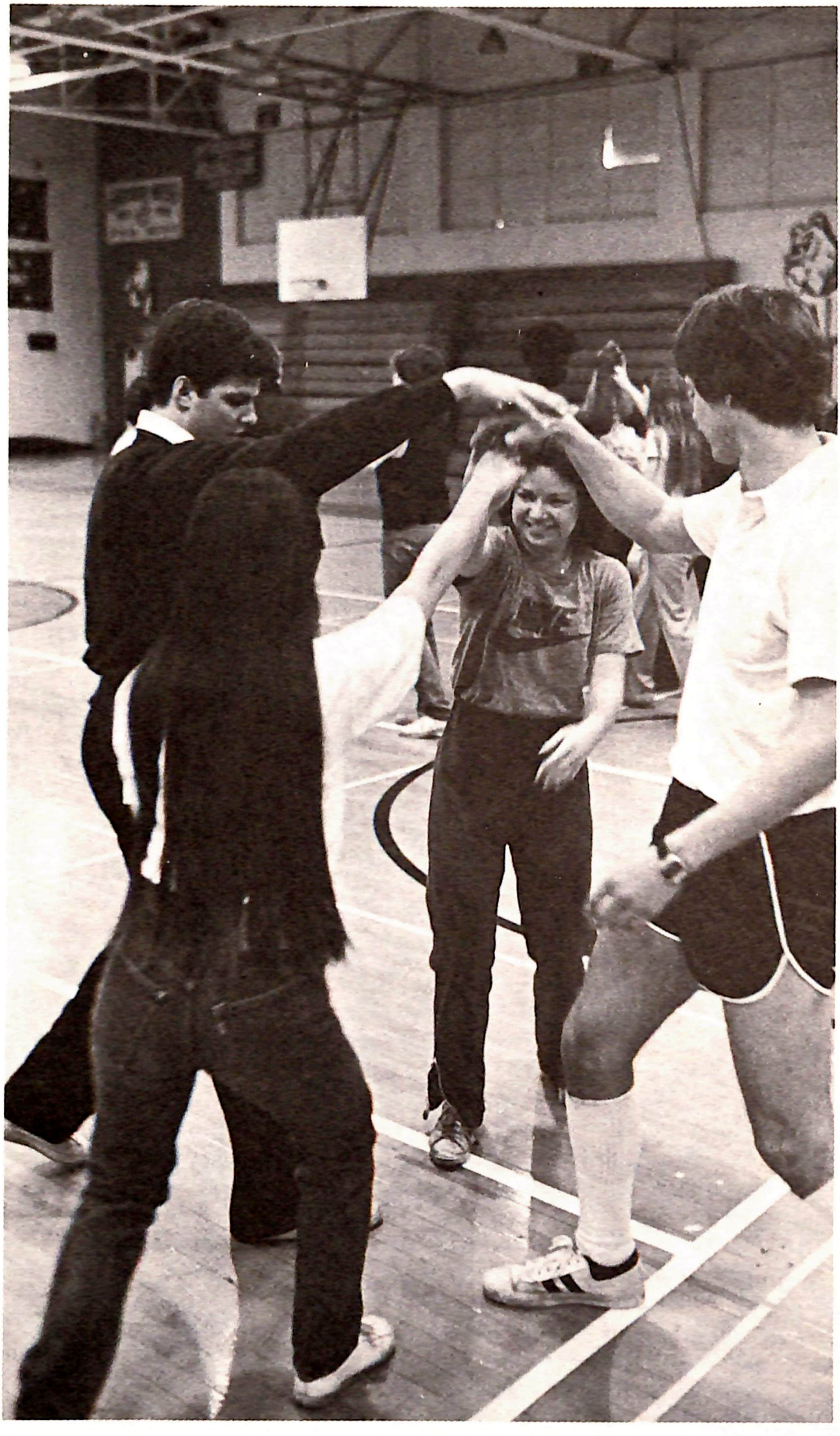
Randall L. Alexander, B.S. (Gardner-Webb), Sports Information Director; *Executive Director, Bulldog Club*

Radio Station

M. Allen Setzer, M.A.T., *Manager, Radio Station WGWG-FM*

Office of the Director of Student Services

Melvin R. Lutz, Jr., A.A. (Gardner-Webb), B.A. (Mars Hill), M.A. (Florida State University), Additional Study (Florida State University), *Dean of Students*
Ruth C. Kiser, A.A. (Wingate), B.S. (Carson-Newman), M.R.E. (New Orleans Baptist Theological Seminary), M.A. (Appalachian State University), *Director of Women's Services*
Gerald L. White, Ed.D. (Mississippi State University, *Director of Men's Services*
John D. Graham, M.A. (Western Kentucky University), *Director of Counseling Services*
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), *Secretary*
Vickie S. Webb, *Secretary*



Dormitories

Ila M. Cole, *Resident Director, Stroup*
Elizabeth M. Felsberg, *Residence Director, Decker*
Jewel C. Goodwin, *Residence Director, Nanney*
Isabel B. Harkins, *Residence Director, H.A.P.Y.*
Lynn Thomas, *Resident Director, Campus House*

Office of Athletic Director

Thomas K. Moore, B.S. (The Citadel), *Head Football Coach*
James T. Raley, B.S. (Mississippi State University), *Assistant Football Coach*
Rickey N. Bustle, B.S. (Clemson University), *Assistant Football Coach*
J. C. Smith, B.A. (Ohio Northern University), M.Ed. (California State College of Pennsylvania), *Assistant Football Coach*
Mark Gentile, B.S. (Miami University), MAT (University of South Carolina), *Assistant Football Coach*
Robert Rutledge Livingston, *Assistant Football Coach*
Jim R. Wiles, A.B. (Lenoir Rhyne College), M.A. (Western Carolina University), *Head Basketball Coach*
Thomas K. Gaither, Jr., A.A. (Mitchell College), B.S., M.Ed. (Clemson University), *Assistant Basketball Coach*
Delores M. Hunt, D.A., *Women's Volleyball Coach*
Jerry Z. Bryson, M.A., *Baseball Coach*
Garland H. Allen, Ph.D., *Golf Coach*
James K. Taylor, Ph.D., *Tennis Coach*
Robert E. Morris, Ph.D., *Track Coach*

Alumni Association

Membership — All former students in attendance at least one year, graduates and non-graduates, are considered members of the Alumni Association.

Mettings — A general business meeting and banquet is held in the spring. Officers and directors have business meetings each quarter on a designated Saturday.

Purpose — The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

Program — In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual College Fund.

Alumnus of the Year — Selection is made by the Board of Trustees of the College. The award is presented by the President of the Alumni Association at the Spring Alumni Banquet.

Distinguished Service Awards — Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for: service to denomination and church, service to community, and service to Gardner-Webb College.

Academic Calendar 1980-81

First Semester

August 20-21	Wednesday and Thursday — Faculty Workshop.
August 23	Saturday — Arrival of New and Transfer Students.
August 24	Sunday — Worship Service and Parents' Orientation.
August 25-Sept. 1	Monday through Monday — Orientation of New and Transfer Students.
August 29	Friday — Registration of Transfer and Readmitted Students and Returning Students who did not Pre-register.
September 1	Monday — Corrective Registration.
September 2	Tuesday, 8:00 a.m. — Full Class Schedule.
September 4	Thursday, 9:30 a.m. — Fall Convocation.
October 6-10	Monday through Friday — Religious Emphasis Week.
October 18	Homecoming Day.
October 23-24	Thursday and Friday — Mid-term Reports.
October 27-28	Friday, after classes — Fall Holidays begin.
October 29	Wednesday, 8:00 a.m. — Classes resume.
November 26	Wednesday, after classes — Thanksgiving Holidays begin.
December 1	Monday, 8:00 a.m. — Classes resume.
December 12	Friday — Last day of classes.
December 15-19	Monday through Friday — First Semester Examinations.

Second Semester

January 12	Monday — Boarding Students return.
January 13-14	Tuesday and Wednesday — Registration.
January 15	Thursday, 8:00 a.m. — Classes resume.
February 9-13	Monday through Friday — Religious Emphasis Week.
March 5-6	Thursday and Friday — Mid-term Reports.
March 6	Friday, after classes — Spring Holidays begin.
March 16	Monday, 8:00 a.m. — Classes resume.
March 17-18	Tuesday and Wednesday — Pastors' Conference.
April 11	Saturday, 6:15 p.m. — Alumni Banquet.
April 16	Thursday, after classes — Easter Holidays begin.
April 22	Wednesday, 8:00 a.m. — Classes resume.
April 24-25	Friday and Saturday — Spring Jubilee.
May 8	Friday — Examination Study Period.
May 11-15	Monday through Friday — Second Semester Examinations.
May 16	Saturday, 10:00 a.m. — Graduation.

1981 Summer Session (First Term)

June 1	Monday — Registration.
June 2	Tuesday — Classes begin.
July 3	Friday — First Term ends.

1981 Summer Session (Second Term)

July 6	Monday — Registration.
July 7	Tuesday — Classes begin.
August 8	Saturday — Graduation.

Academic Calendar 1981-82

First Semester

August 19-20	Wednesday and Thursday — Faculty Workshop.
August 22	Saturday — Arrival of New and Transfer Students.
August 23	Sunday — Worship Service and Parents' Orientation.
August 24-31	Monday through Monday — Orientation of New and Transfer Students.
August 28	Friday — Registration of Transfer and Readmitted Students and Returning Students who did not Pre-register.
August 31	Monday — Corrective Registration.
September 1	Tuesday, 8:00 a.m. — Full Class Schedule.
September 3	Thursday, 9:30 a.m. — Fall Convocation.
October 5-9	Monday through Friday — Religious Emphasis Week.
October 15-16	Thursday and Friday — Mid-term Reports.
October 16	Friday, after classes — Fall Holidays begin.
October 21	Wednesday, 8:00 a.m. — Class resume.
October 31	Homecoming Day.
November 25	Wednesday, after classes — Thanksgiving Holidays begin.
November 30	Monday, 8:00 a.m. — Classes resume.
December 11	Friday — Last day of classes.
December 14-18	Monday through Friday — First Semester Examinations.

Second Semester

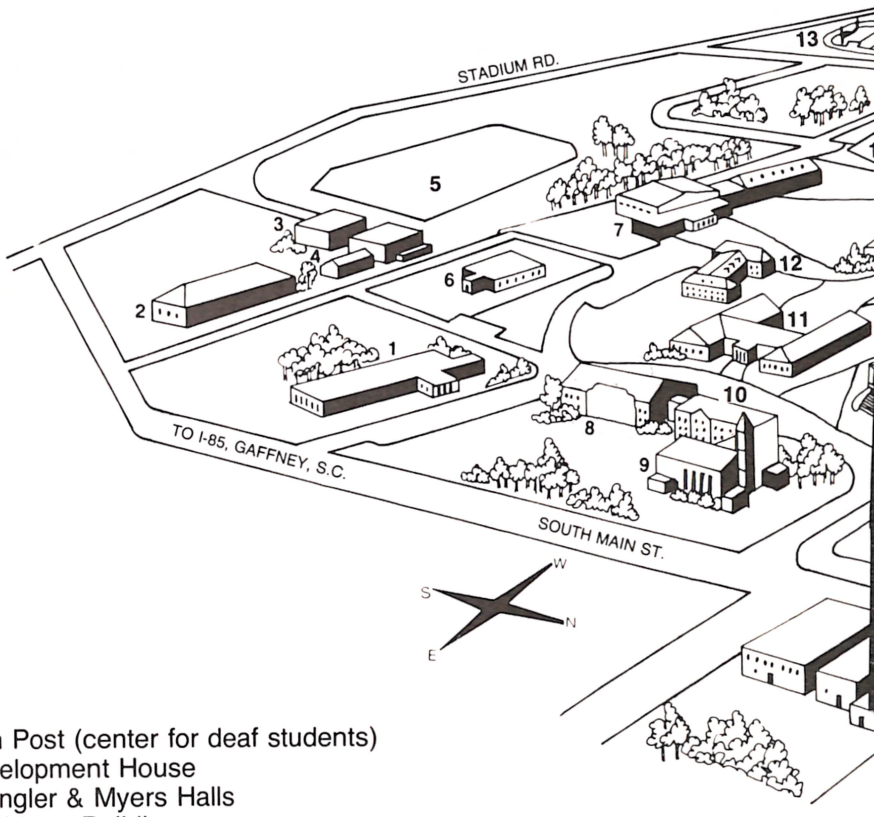
January 11	Monday — Boarding Students return.
January 12-13	Tuesday and Wednesday — Registration.
January 14	Thursday, 8:00 a.m. — Classes resume.
February 8-12	Monday through Friday — Religious Emphasis Week.
March 4-5	Thursday and Friday — Mid-term Reports.
March 5	Friday, after classes — Spring Holidays begin.
March 15	Monday, 8:00 a.m. — Classes resume.
March 16-17	Tuesday and Wednesday — Pastors' Conference.
April 8	Thursday, after classes — Easter Holidays begin.
April 14	Wednesday, 8:00 a.m. — Classes resume.
April 17	Saturday, 6:15 p.m. — Alumni Banquet.
April 23-24	Friday and Saturday — Spring Jubilee.
May 7	Friday — Examination Study Period.
May 10-14	Monday through Friday — Second Semester Examinations.
May 15	Saturday, 10:00 a.m. — Graduation.

1982 Summer Session (First Term)

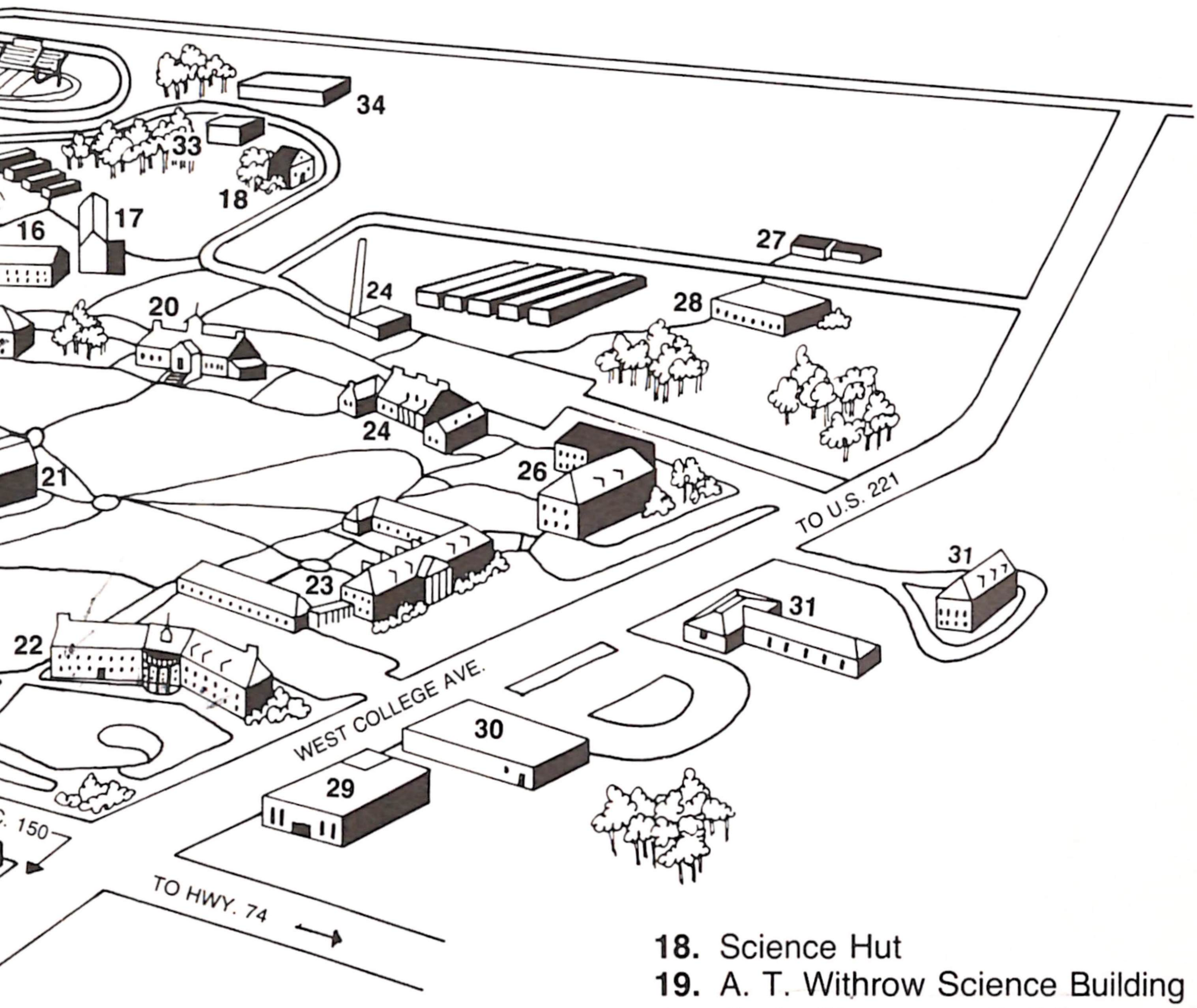
May 31	Monday — Registration.
June 1	Tuesday — Classes begin.
July 2	Friday — First Term ends.

1982 Summer Session (Second Term)

July 5	Monday — Registration.
July 6	Tuesday — Classes begin.
August 7	Saturday — Graduation.



1. Sign Post (center for deaf students)
2. Development House
3. Spangler & Myers Halls
4. Washburn Building
5. Nanney Baseball Site for Conv. Center
6. John R. Dover, Sr. Library
7. Bost Gym
8. Lindsay Classroom Building
9. John R. Dover, Jr. Chapel
10. Church Annex
11. Charles I. Dover Campus Center
12. Decker Hall
13. Ernest W. Spangler Memorial Stadium
14. Portable Dorms
15. Suttle Tennis Courts
16. Lutz-Yelton Hall
17. Mauney Hall



18. Science Hut
19. A. T. Withrow Science Building
20. Craig Classroom Building
21. E. B. Hamrick Building
22. Webb Administration Building
23. H.A.P.Y. Hall
24. O. Max Gardner Building
25. Power Plant
26. Stroup Hall
27. Campus House
28. Nanney Hall
29. U.S. Post Office
30. Doctor's Building
31. Royster Hall
32. Radio Station/Guest House
33. Maintenance Shop
34. Grounds Storage

Index

Academic Calendar 162
Academic Information 47
Accreditation 4
Administration 156
Admissions 11
Alumni Association 160
Aramaic 96
Art 86
Associate Degree Program 5, 53
Athletics 40
Attendance Regulations 49
Baccalaureate Program 55
Biology 117
Board of Trustees 145
Buildings 8
Business Administration 60
Business Education 64
Campus Map 164, 165
Chemistry 118
Data Processing 67
Economics 65
Education 68
English 79
Expenses 20
Faculty 146
Financial Assistance 22
Financial Information 19
Fine Arts 84
Foreign Language 93
French 96
General Information 3
Geology 119
Geography 134
German 97
Grading System 50
Graduation Requirements 53
Greek 97
Guidance and Counseling 41
Health Education 105
Hebrew 97
History 134
History of the College 4
Housing 42
Latin 97
Library 10
Mathematics 108
Medical Technology 140

Music 87
Philosophy 130
Physical Education 103
Physics 112
Political Science 136
Program for the Deaf 6
Psychology 121
Publications 40
Purpose of the College 4
Religion 126
Religious Activities 39
Religious Education 129
Retention Requirements 52
Scholarships, Loan Funds 23, 30
Science Education 120
Social Sciences 134
Sociology 137
Spanish 98
Student Life 38
Student Services 41
Theatre Arts 92
Withdrawal 49

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