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### 2015 - 2016, Gardner-Webb University Graduate Academic Catalog

Gardner-Webb University

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# GARDNER-WEBB UNIVERSITY ACADEMIC CATALOG 2015-2016



GARDNER-WEBB  
UNIVERSITY

# **GARDNER-WEBB UNIVERSITY ACADEMIC CATALOG 2015-2016**

Gardner-Webb  
August 2015

Additional regulations and requirements are contained in the Traditional Undergraduate Student Handbook, Degree Completion Program Student Handbook, Graduate Student Handbook and other program-specific student handbooks. Students are responsible for complying with all published regulations and requirements.

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

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# ACADEMIC CATALOG

## CATALOG REQUIREMENTS

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

Additional regulations and requirements are contained in the Traditional Undergraduate Student Handbook, Degree Completion Program Student Handbook, Graduate Student Handbook and other program-specific student handbooks. Students are responsible for complying with all published regulations and requirements.

Gardner-Webb University

August 2015

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

## NOTICE OF NONDISCRIMINATION

Various federal regulations, including the regulations implementing Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, require that each recipient of federal financial assistance, such as Gardner-Webb University, publish this Notice of Nondiscrimination. Gardner-Webb University does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment for any of its programs and activities. The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of sex (including sexual harassment and sexual misconduct) is the Title IX Coordinator. The Title IX Coordinator for Gardner-Webb University is:

Dr. Cary Poole

Tucker Student Center

Ext. 2155

**[cpoole3@gardner-webb.edu](mailto:cpoole3@gardner-webb.edu)**

Deputy Coordinators are available to provide consultation and receive complaints within their respective areas. Deputy Coordinators are also authorized to receive complaints outside of their respective areas.

*Complaints related to faculty or academic personnel*

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Tucker Student Center

Ext. 4398

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*Complaints related to athletics*

Ms. Pam Scruggs, Associate Athletics Director and Senior Women's Administrator

Lutz-Yelton Convocation Center

Ext. 4341

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Mr. Scott White, Director of Human Resources  
Webb Hall

Ext. 4259

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*Complaints relating to students*

Ms. Sarah Currie, Dean of Students

Tucker Student Center

Ext. 2081

**[scurrie@gardner-webb.edu](mailto:scurrie@gardner-webb.edu)**

*Complaints relating to Admissions personnel or procedures*

Ms. Gretchen Tucker, Associate VP for

Undergraduate Admissions

Dover Campus Center

Ext. 4491

**[gtucker1@gardner-webb.edu](mailto:gtucker1@gardner-webb.edu)**

The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of disability (including compliance with the Americans with Disabilities Act and section 504 of the Vocational Rehabilitation Act of 1973) is:

Dr. Jeff Tubbs

Vice President for Planning and Institutional Effectiveness

Webb Hall

Ext. 4264

**[jtubbs@gardner-webb.edu](mailto:jtubbs@gardner-webb.edu)**

For further information on this required notice of nondiscrimination you may visit the following website for the address and phone number of the Department of Education Office of Civil Rights office that serves your area or call 1-800-421-3481.

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

## PROGRAMS

Gardner-Webb University offers a comprehensive academic experience that introduces undergraduate and graduate students to the diverse world of ideas and to the people who think them, challenging students spiritually and intellectually and equipping them not only for professional success but for lives marked by empathy, compassion and a commitment to service on the broadest scale. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the Traditional Undergraduate Program (TUG), the Degree Completion Program (DCP) (online classes and evening classes taught in a number of locations for working adults), and Graduate programs. Gardner-Webb University, through the Gayle Bolt Price School of Graduate Studies, offers M.A. degrees in several areas, the M.S. degree in Nursing, the M.A. in Mental Health Counseling, and the M.B.A., I.M.B.A., M.W.T.M., and M.Acc. degrees as well as the Education Specialist, Ed.D. degree in Educational Leadership, Organizational Leadership, and in Curriculum and Instruction, and the D.N.P. (Doctor of Nursing Practice) degree; a School of Divinity offering the M.Div. and D.Min. degrees; a College of Health Sciences offering the Master of Physician Assistant Studies degree. For additional information on the Degree Completion Program and Graduate programs, see the catalogs for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minor(s) and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation of cultural, social and scientific achievements, and an awareness of religion and history. The upper-level courses provide opportunities for concentration in the areas of special interest and in professional and career oriented fields. To meet such individual needs the academic program includes independent study and career internships.

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

## MISSION STATEMENT

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that

integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.

## STATEMENT OF VALUES

### **CHRISTIAN HERITAGE**

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

### **BAPTIST HERITAGE**

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

### **ACADEMIC EXCELLENCE**

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

### **LIBERAL ARTS**

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

### **TEAMWORK**

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

### **STUDENT-CENTERED FOCUS**

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

### **COMMUNITY ENGAGEMENT**

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

## DIVERSITY

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

## ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award Associate, Baccalaureate, Master's, Education Specialist, and Doctoral degrees. Inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information.

In addition several departmental programs are accredited by the appropriate state or national agencies.

The Gardner-Webb University education program is approved by the North Carolina Department of Public Instruction and is accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through the CAEP Accreditation System.

The Music program is accredited by the National Association of Schools of Music (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248).

The Hunt School of Nursing is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN, 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326. Phone (404)975-5000, [www.acenursing.org](http://www.acenursing.org)). The Associate Degree Nursing program and the Bachelor of Science in Nursing program are also approved by the North Carolina Board of Nursing.

The M. Christopher White School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275. Phone: 412-788-6505.

The Athletic Training Educational Program is accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE).

The Godbold School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Mental Health Counseling and School Counseling graduate programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Master's of Physician Assistant Studies Program has been granted Accreditation-Provisional status by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The University is authorized by the immigration authorities of the United States for the education of foreign students.

# 2015-2016 ACADEMIC CALENDAR

## ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer session. For undergraduate and most graduate students, the fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each or, for some courses, one ten-week term. Evening classes both on-campus and at various off-campus locations are offered throughout the year. Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements. Various study-abroad programs complement the academic calendar. The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

## FALL SEMESTER 2015

August 8	DCP Faculty Orientation
August 10	New Faculty Orientation
August 13	Graduate New Student Orientation
August 14	TUG New First-Year Student Move-In and New Student Orientation 8:00 am-2:00 pm
August 17	Check-In for All Returning Students and Readmit Students Living in Residence Halls, DCP Classes Begin
August 19	TUG Classes Begin
August 24	Graduate Classes Begin
August 25	Fall Convocation; Last Day For Late Registration/Schedule Modification For TUG Classes
August 27	School of Divinity New Student Orientation
August 31	Graduate School Last Day for Late Registration and Schedule Modification



August 31	School of Divinity Fall Classes Begin
September 4	SOD Last Day for Late Registration and Schedule Modification
September 7	School of Divinity Convocation
October 1	DCP Early Registration Begins
October 9-11	Homecoming
October 12	DCP 8-Week Fall New Student Term
October 12	Last Day for Graduation Application for Fall with \$125 Late Fee
October 14	Last Day to Add/Drop 8-Week New Student Term
October 14 - November 30	All Programs - Graduation Application for Spring Without Late Fee
October 19-20	All Programs - Fall Break
October 21	Grad/SOD Early Registration Begins
October 22	TUG Advising/Early Registration Begins
October 28	DCP Minimester Last Day to Withdraw with Grade of "W"
November 25-27	All Programs - Thanksgiving Break
November 30	All Programs - Graduation Application Due for May-Last Day Without Late Fee
December 1 - March 11	All Programs - May Graduation Application with \$125 Late Fee
December 4	TUG Last Day of Classes
December 7-10	All Programs - Last Week of Classes/ Final Exams (PA See Program)
December 9	All Programs - Graduating Student Grades Due by 12:00 Noon
December 13	Baccalaureate Service
December 14	All Programs - Grades due by 8:00 a.m.
December 14	Commencement

## SPRING SEMESTER 2016

*See Divinity Schedule for dates regarding the School of Divinity January Term*

January 4-5	TUG Registration
January 4	TUG New Student Orientation
January 4	Residential Students Return
January 4	Graduate New Student Orientation
January 6	TUG/DCP Classes Begin
January 11	Graduate Spring Classes Begin
January 12	TUG Last Day for Late Registration; Last Day for Schedule Modification
January 13	DCP Last Day for Late Registration and Schedule Modification
January 18	Graduate School Last Day for Late Registration and Schedule Modification
January 21	SOD New Student Orientation
January 25 - May 5	SOD Spring Term
January 29	SOD Last Day for Late Registration and Schedule Modification Spring Term
February 3	TUG, DCP, Grad Last Day to Withdraw with Grade of "W"
February 4 - April 5	All Programs (excluding SOD) - Withdraw with a WP/WF
February 17	SOD Last Day to Withdraw with Grade of "W"
March 1	DCP Early Registration
March 2	DCP 8-Week New Student Term
March 4	DCP 8-Week Last Day to Drop/Add
March 7-11	TUG, DCP, Graduate, SOD, PA Spring Break
March 11	All Programs - Last Day for Spring Graduation Application with \$125.00 Late Fee

## SUMMER SEMESTER 2016

### *TBA School of Divinity 1-Week Intensive*

March 14	Graduate/SOD Registration for Summer and Fall Begins
March 15	TUG Registration for Summer and Fall Begins
March 16 - April 27	August Graduation Applications Accepted Without a Late Fee
March 21	DCP Minimester Last Day to Withdraw with Grade of "W"
March 23 - 25	DCP Easter Break
March 24 - 28	TUG Easter Break
March 24 - 30	SOD/Graduate Easter Break
March 25 - 28	PA Easter Break
April 27	All Programs - Last Day for Graduation Applications for Summer Without Late Fee
April 28 - June 11	All Programs - Summer Graduation Applications Accepted with a Late Fee of \$125.00
April 28	TUG Last day of Classes
April 29	TUG Reading Day
May 2-5	TUG/DCP/Graduate/SOD Final Exams
May 2-6	PA Program Final Exams
May 4	All Programs - Graduating Student Grades for Spring due by 12:00 Noon
May 6	Baccalaureate Service
May 7	All Programs - Final Grades Due 8:00am
May 7	Commencement Ceremony LYCC

May 16	Graduate First 5-Week and 10-Week Classes Begin
May 18	Graduate Last Day First Term for Drop/Add
May 19	TUG 1st Five-Week/10-Week Classes Begin
May 19	TUG Last Day to Drop/Add First Term
May 23	Graduate 10-Week Last Day to Drop/Add
May 24	DCP 8-Week Summer Classes Begin
May 24 - July 1	SOD 6-Week Term
May 24 - July 15	SOD 8-Week Term
May 25	TUG Last Day to Drop/Add 10 Week
May 25	Last Day to "W" for TUG/Graduate Summer 1
May 26	SOD 6- and 8-Week Last Day for Drop/Add
May 26 - June 6	TUG/Graduate Summer 1 "WP/WF" Dates
May 27	DCP 8-Week Last Day to Drop/Add
June 1	TUG/Graduate Summer 10-Week Last Day to Withdraw with Grade of "W"
June 2 - July 11	TUG/Graduate Summer 10-Week "WP/WF" Dates
June 3	DCP Last Day to Withdraw with "W"
June 3	Last Day "W" SOD 6- and 8-Week
June 4 - June 22	SOD 6- and 8-Week "WP/WF" Dates
June 16 - July 25	All Programs - Graduation Application for Fall Without Late Fee

June 20 - July 25	Graduate Summer 2 Begins
June 21	TUG Summer 1 Last Day of Classes/ Exams
June 22	Graduate Summer 2 Last Day to Drop/ Add
June 23	Summer 1 TUG/Graduate Grades Due 12:00 Noon
June 23	TUG Summer II Classes Begin and Last Day to Drop/Add
June 29	TUG/Graduate Summer 2 Last Day to Withdraw "W"
June 30 - July 11	TUG/Graduate Summer 2 "WP/WF" Dates
July 4-8	DCP July 4th Break
July 4	Graduate and TUG July 4th Break
July 25	DCP 8-Week Classes/Exam Ends
July 26	TUG Last Day of Class; Final Exams -Summer 2/10-Week
July 26	All Programs - Graduation Application October 10 Due with \$125.00 Late Fee
July 27	All Programs - FINAL GRADES DUE FOR GRADUATING STUDENTS 12:00 NOON
July 28	All Programs (excluding PA) - Grades Due 12:00 noon
July 29	Baccalaureate Service
July 30	Commencement
August 6	DCP Faculty Orientation

\*TUG=Traditional Undergraduate

\*DCP=Degree Completion Program

# TRADITIONAL UNDERGRADUATE PROGRAMS

## UNDERGRADUATE DEGREES AND MAJOR FIELDS

The University offers degrees on both the undergraduate and graduate levels. See the graduate section of the catalog for degree requirements for doctoral, Education Specialist and master's degrees. The following are the types of undergraduate degrees along with major fields of study offered by Gardner-Webb University:

### BACHELOR OF ARTS (B.A.)

- American Sign Language
- Art
- Art Education (K-12)
- Biblical Studies
- Communication Studies
- Discipleship Studies
- English
- English-Teacher Licensure (9-12)
- English as a Second Language -  
Teacher Licensure (K-12)
- French-Teacher Licensure (K-12)
- Global Studies
- History
- Journalism
- Missiology
- Music
- Philosophy and Theology
- Political Science
- Social Sciences
- Social Studies-Teacher Licensure (9-12)
- Sociology
- Spanish-Teacher Licensure (K-12)
- Theatre Arts
- World Languages, Literatures & Cultures
- World Religions
- Youth Discipleship Studies

### BACHELOR OF FINE ARTS (B.F.A.)

- Art

### BACHELOR OF MUSIC (B.M.)

- Music Education (K-12)
- Music Composition
- Music Performance
- Sacred Music
- Music with Emphasis in Business and Music Industry

### BACHELOR OF SCIENCE (B.S.)

- Accountancy
- Athletic Training
- Biology
- Business Administration
- Chemistry
- Computer Information Systems
- Computer Science
- Economics/Finance
- Elementary Education (K-6)
- Exercise Science
- Healthcare Management
- International Business
- Marketing
- Mathematics
- Mathematics-Teacher Licensure (9-12)
- Middle Grades Education (6-9)
- Physical Education/Health Education Teacher Licensure  
(K-12)
- Psychology
- Sport Management
- Sport Pedagogy

### BACHELOR OF SCIENCE IN NURSING (B.S.N.)

- Nursing
- R.N. to B.S.N.

### ASSOCIATE IN SCIENCE (A.S.)

- Nursing

## BACHELOR'S DEGREE REQUIREMENTS

Gardner-Webb University offers an academic program consisting of a minimum of 128 credit hours for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or pre-professional area, a general studies program, and elective courses. Some of the programs also require a minor field of concentration. To earn a baccalaureate degree the student completes the academic program on the following pages.

### GENERAL STUDIES REQUIREMENTS

Consistent with the best practices of the higher education community, Gardner-Webb University's general studies curriculum includes a series of broad and intensive learning experiences. These experiences have been carefully designed



to meet a diverse set of learning goals, which in turn have been developed on the basis of the University's mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcome of the general studies curriculum.

Students who complete their studies at Gardner-Webb University will

1. Demonstrate skill and competency in reasoning critically and creatively. Critical reasoning refers to the ability to evaluate arguments, evidence, and data that results in creative problem-solving. Appropriate use of information resources is an important component in the achievement of this goal.
2. Utilize skills in clear and effective communication.
3. Demonstrate knowledge and comprehension of the foundational components of human civilization, including history, the social sciences, literature, languages, religion, the fine arts, and other areas of intellectual inquiry that sustain a free society. The general studies curriculum provides students with foundational knowledge of the Western tradition and the larger global community.
4. Exhibit proficiency in quantitative and qualitative reasoning and analysis. Quantitative reasoning refers principally to the ability to apply mathematical skills and concepts to process quantifiable information and to analyze and model the world around us. Qualitative reasoning refers principally to the ability to evaluate deductive and inductive inferences in arguments particularly as they pertain to problems of behavior or meaning.
5. Demonstrate knowledge of the physical and life sciences. Students will use the scientific method to develop conclusions based on quantifiable and verifiable attributes of the physical universe. They will be able to demonstrate an understanding of key concepts in the life and physical sciences.
6. Demonstrate an understanding of the processes and principles of holistic wellness necessary for the development of personal health and well-being.
7. Demonstrate knowledge and comprehension of the biblical foundations of the Christian faith central to the mission and purpose of Gardner-Webb University.

## BACHELOR OF ARTS, BACHELOR OF FINE ARTS, AND BACHELOR OF SCIENCE DEGREES

The general studies curriculum is divided into six fundamental dimensions of learning:

### I. DIMENSIONS OF THE HUMANITIES (11-21 HOURS)

Composition, Literature, and Communication .....11-12  
 English Composition I (ENGL 101)\*  
 English Composition II (ENGL 102)  
 Literature (one of the following: ENGL 211, 212, 231, 232, 251,252)  
 Oral Communication (one of the following: COMM 233, BADM 325, THEA 330, EDUC 450, ENGL 270, RELI 354, or two semesters of COMM 235 (debate)

Foreign Language .....0-9  
 The student must complete a foreign language through the first semester of the intermediate level (201). The number of hours required depends upon the student's entering competency level (either FREN 101, 102, 201; GERM 101, 102, 201; GREK 101, 102, 201; HEBR 101, 102, 201; SPAN 101,102, 201; SGLG 101, 102, 201).  
 Students with two or more units of a foreign language in high school typically begin at the 102 or 201 level; those with exceptional ability may satisfy the requirement through testing.

\*Some students, based on test scores, must take CRLT 101 as prerequisite/corequisite for courses in the general studies curriculum.

### II. DIMENSIONS OF FAITH .....9

Old Testament (RELI 101)  
 New Testament (RELI 102)  
 Dimensions (DIMS 111-116, six semesters) .....3

### III. DIMENSIONS OF HERITAGE (15 CREDIT HOURS)

Western Heritage .....6  
 Western Civilization I (HIST 101)  
 Western Civilization II (HIST 102)  
 Global Heritage: choose one of the following. ....3  
 Global Understanding (SSCI 205)  
 Religion and Culture in a Global Perspective (RELI 245)  
 American Heritage: choose two of the following. ....6  
 Economics and the Free Market System (ECON 203)  
 The American Political Process (POLS 202)  
 The American Century (HIST 245)  
 Technology and American Society (COMM 230)

#### **IV. DIMENSIONS OF SELF (10 CREDIT HOURS)**

Dimensions of University Life in a Global Society (UNIV 111) .....	3
Dimensions of Personal Health (HLED 221) .....	3
Physical Dimensions of Wellness – Choose one course from one of the following areas: .....	1
(Fitness) PHED 140-146	
(Lifetime Sports) PHED 150-159	
(Outdoor Adventure) PHED 160-165	
Art Survey (ARTS 225) or Music Survey (MUSC 225) or Theatre Survey (THEA 235) .....	3

#### **V. DIMENSIONS OF SCIENTIFIC INQUIRY (8 CREDIT HOURS)**

Life Science (either BIOL 101, 104 or 111) .....	4
Physical Science (either CHEM 103, 111 or 251; GEOL 101, 102, 105, or 106; PHYS 103, 104, 111, 203) .....	4

#### **VI. DIMENSIONS OF QUANTITATIVE ANALYSIS (3-4 CREDIT HOURS)**

Choose one of the following: Fundamentals of Statistics and Probability (MATH 105), Finite Mathematics (MATH 110), Precalculus (MATH 150), Calculus, (MATH 151), Calculus for Business and Social Sciences (MATH 219), Mathematics for Liberal Arts (MATH 120)

Some students, based on test scores, must take MATH 100 as a prerequisite for courses in the general studies curriculum.

## **BACHELOR OF SCIENCE IN NURSING DEGREE**

The general studies curriculum is divided into six fundamental dimensions of learning:

#### **I. DIMENSIONS OF THE HUMANITIES (11-21 HOURS)**

Composition, Literature, and Communication.....	9
English Composition I (ENGL 101)	
English Composition II (ENGL 102)	
Literature (one of the following: ENGL 211, 212, 231, 232, 251,252)	
Oral Communication (Competency is met by NURS 307 in the major; no additional hours required.)	
Foreign Language .....	0-6

The student must complete a foreign language through the second semester of the elementary level (102). The number of hours required depends upon the student's entering competency level (either FREN 101, 102; GERM 101, 102; GREK 101, 102; HEBR 101, 102, 201; SPAN 101,102; SGLG 101, 102).

Students with two or more units of a foreign language in high school/typically begin at the 102 level; those with exceptional ability may satisfy the requirement through testing.

#### **II. DIMENSIONS OF FAITH .....**

Old Testament (RELI 101)	
New Testament (RELI 102)	
Dimensions (DIMS 111-116, six semesters).....	3

#### **III. DIMENSIONS OF HERITAGE (15 CREDIT HOURS)**

Western Heritage .....	6
Western Civilization I (HIST 101)	
Western Civilization II (HIST 102)	
Global Heritage: choose one of the following. ....	3
Global Understanding (SSCI 205)	
Religion and Culture in a Global Perspective (RELI 245)	
American Heritage: choose two of the following. ....	6
Economics and the Free Market System (ECON 203)	
The American Political Process (POLS 202)	
The American Century (HIST 245)	
Technology and American Society (COMM 230)	

#### **IV. DIMENSIONS OF SELF (10 CREDIT HOURS)**

Dimensions of University Life in a Global Society (UNIV 111) .....	3
Dimensions of Personal Health (HLED 221) .....	3
Physical Dimensions of Wellness – Choose one course from one of the following areas: .....	1
(Fitness) PHED 140-146	
(Lifetime Sports) PHED 150-159	
(Outdoor Adventure) PHED 160-165.	
Art Survey (ARTS 225) or Music Survey (MUSC 225) or Theatre Survey (THEA 235) .....	3

#### **V. DIMENSIONS OF SCIENTIFIC INQUIRY (18 CREDIT HOURS)**

Behavioral Science (PSYC 201, 206) .....	6
Life Science (BIOL 105*, 203*, 204*) . ....	12

\* Must have "C" or better

#### **VI. DIMENSIONS OF QUANTITATIVE ANALYSIS (3-4 CREDIT HOURS)**

Choose one of the following: Fundamentals of Statistics and Probability (MATH 105), Finite Mathematics (MATH 110), Precalculus (MATH 150), Calculus (MATH 151), Calculus for Business and Social Sciences (MATH 219), Mathematics for Liberal Arts (MATH 120)

# BACHELOR OF MUSIC DEGREE

The general studies curriculum is divided into six fundamental dimensions of learning:

## I. DIMENSIONS OF THE HUMANITIES (6-15 HOURS)

Composition, Literature, and Communication .....(6-9)

(6 ED\*, 6 MIBS\*, 8-9 others)

ENGL 101 English Composition I .....3

ENGL 102 English Composition II .....3

ENGL 211, 212, 231, 232, 251, or 252 .....0\*-3

Literature OR

COMM 233, BADM 325, THEA 330,

\*EDUC 450, MIBS 490, ENGL 270, RELI 354, or

two semesters of COMM 235 Oral Communication

(\*Music Education Majors meet the COMM requirement through student teaching. Music Business students meet the COMM requirements through their internship and required journal oral presentation. SACS requires competency in the area of communication; therefore, B.M. students who choose to take literature rather than communication as part of the Dimensions of the Humanities will be required to present either a lecture-recital or a composition lecture-presentation during their senior year. These students will receive instruction in research and presentation in classes and private lessons prior to the public presentation. Additionally, all B.M. students are required to take 1 hour of vocal instruction and/or 1 credit of choral conducting in which they are taught proper use of the voice.)

Foreign Language .....0-6

The student must complete 6 credits of foreign language study in the same language, or students may test out of the 102 level. If a student tests out of the foreign language requirement, the student must take 6 credits of electives in any field. Music Ed majors do not need to take electives if they test out of foreign language.

## II. DIMENSIONS OF FAITH .....6

RELI 101 Old Testament

RELI 102 New Testament

Dimensions (DIMS 111-116, six semesters) .....3

## III. DIMENSIONS OF HERITAGE (9 ED, 9 MIBS\*\*, 12 OTHERS +).

Western Heritage .....6

HIST 101 Western Civilization I

HIST 102 Western Civilization II

Global Heritage – Choose one of the following: .....3

SSCI 205 Global Understanding

RELI 245 Religion and Culture in a Global Perspective

AND/OR

American Heritage – Choose one of

the following: .....3

ECON 203 Economics and the Free Market System

POLS 202 The American Political Process

HIST 245 The American Century

COMM 230 Technology and American Society

\*\*Music Ed and Music Bus. majors are to take 2 Western Heritage and 1 American Heritage

+All other B.M. majors must take 2 Western Heritage,

1 Global Heritage, and 1 American Heritage

## IV. DIMENSIONS OF SELF (8 CREDIT HOURS)

UNIV 101 First-Year Experience .....1

HLED 221 Dimensions of Personal Health .....3

Physical Dimensions of Wellness – Choose one course

from one of the following areas .....1

(Fitness) PHED 140-146

(Lifetime Sports) PHED 150-159

(Outdoor Adventure) PHED 160-165

MUSC 226 Music Literature .....3

## V. DIMENSIONS OF SCIENTIFIC INQUIRY (4-8\* CREDIT HOURS)

BIOL 101 or 104 (Life Science) .....4

CHEM 103 or 111; or GEOL 101, 102, or 105 .....4

or PHYS 103, 104, or 201 (Physical Science)

\*Music Ed Students required to take 8 credits; all other music majors required to take one lab science, 4 credits

## VI. DIMENSIONS OF QUANTITATIVE ANALYSIS (3-4 CREDIT HOURS)

Choose one of the following: MATH 105, 110, 120, 150 or 151

## THE MAJOR

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection must be made before entering the junior year. However, students in education, music, natural sciences, nursing, and world languages should begin their major in their freshman year. Requirements for each major are listed with the courses of instruction.

Registration of the intention to major with a particular department is required. A request is submitted to the chair of the department. The academic advising of all declared majors within a department is the responsibility of the chair. 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.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 credit hours or more in a secondary field as approved by the departmental chair of the secondary major. No course may be counted in both majors. A student graduating with a

double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

## THE MINOR

The completion of a minor is not a general graduation requirement at Gardner-Webb, unless the student's major requires the completion of a minor. Some major programs require the completion of any Gardner-Webb offered minor, while others may require the completions of a specific minor. Students enrolled in a major not requiring a minor may elect to complete any minor offered by the University and have that minor reflected on the transcript. A minimum of nine hours of the minor must be taken from Gardner-Webb University. Requirements for minors are found in the catalog.

Students may also elect to complete an interdisciplinary minor of eighteen hours with at least nine hours coming from one discipline, selected by the student or recommended by the major department. Credit hours used to fulfill general studies requirements may not also be used to fulfill requirements for the interdisciplinary minor unless approved by the Curriculum Committee.

Advisement regarding minor requirements are the responsibility of the department of the student's major. Consultation with the chair of the minor department or school is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chair or dean of the minor department or school and filed with the Degree Evaluator in the Office of the Registrar.

The minor field generally consists of 15-18 credit hours of academic work. A transfer student must complete at least nine hours of the minor at Gardner-Webb University. Requirements for each minor field are listed with the courses of instruction. The following minor fields are available: American Sign Language, Art History, Biblical Languages, Biblical Studies, Biology, Business Administration, Chemistry, Christian History, Classical Languages, Communication Studies, Computer Science, Criminal Justice, Discipleship Studies, Education Studies, English, Environmental Science, French, General Science, Global Studies, Graphic Design, Health Science, History, Intercultural Studies, Journalism, Mathematics, Military Science, Mission Studies, Music, Philosophy and Ethics, Photography, Physical Science, Political Science, Professional Education (available for areas of licensure only), Psychology, Recreation, Sign Language Interpreting, Social Sciences, Sociology, Spanish, Sport Management, Studio Art, Theatre Arts, Video & Film, World Languages, World Religions, Writing, and Youth Discipleship Studies.

## DIMENSIONS

Dimensions is a weekly series of programs designed to nurture persons spiritually, intellectually and culturally in the context of the Christian faith and to promote a sense of community.

Consequently, the three primary objectives are (1) to provide opportunities for spiritual growth through worship experiences and programs of a religious nature; (2) to enhance the academic program of the University by providing opportunities for intellectual and cultural enrichment and to include programs of an academic nature as well as dramatic, musical and other cultural events; and (3) to promote a sense of community by regularly bringing together students, faculty, staff and friends of the University.

Programs are usually held on Tuesday mornings in the Porter Arena or Stewart Hall. Dimensions guidelines and policies are found below in the Academic Policies section.

## CHRISTIAN LIFE AND SERVICE

The Office of Christian Life and Service advances the Christian and Baptist identity of the University and nurtures students, faculty and staff in the development of a mature Christian faith. Varied opportunities are provided for expressing that faith through service to God and humanity. The major areas of focus which are part of the Office of Christian Life and Service include Student Ministries, Pastoral Care, Dimensions, Missions, The Center for Christian Ethics and Social Responsibility, and the President's Council on Faith, Service, Leadership & the Spiritual Life of the University.

For additional information please refer to the Traditional Undergraduate Student Handbook.

## ASSOCIATE DEGREE REQUIREMENTS

Gardner-Webb University offers an associate degree program in Nursing which requires a minimum of 72 credit hours for graduation. One credit hour of Dimensions for Nursing majors is required. No student may graduate with an associate degree with less than 64 credit hours, inclusive of specified Dimensions credit.

The student is required to take the final 24 credit hours at Gardner-Webb.

The student must have a minimum grade of "C" (2.00) on each course required in the major field. In Nursing, the student must have a minimum grade of "C" (2.00) on each nursing course and each science course.



A minimum grade point average of 2.00 on a 4.00 scale is required for graduation on all work attempted at Gardner-Webb.

The student bears the final responsibility for fulfilling all the requirements for the chosen degree program. It is the student's responsibility to be familiar with the preceding requirements for graduation.

## **ACADEMIC DEFINITIONS AND REGULATIONS**

### **THE CREDIT HOUR**

The credit hour is the basic unit of credit awarded for progress toward a degree. Gardner-Webb University defines a credit hour as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course which requires 42-45 hours of student work including both contact time between student and faculty and the student's independent work. While hours of work and contact time can provide guidance in the establishment of credit hour equivalencies, it is understood that the student achievement associated with credit hours can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a credit hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica or internships), and the mode of delivery (e.g., face-to-face or online). This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour. This policy defines a credit hour at Gardner-Webb University in accordance with applicable federal regulations.

### **CLASSIFICATION**

Classifications are made at the beginning of the academic year in August or at the time of the student's enrollment.

A sophomore must have removed all entrance conditions and have completed 30 credit hours of work toward a degree.

A junior must have completed 60 credit hours, and a senior, 90 credit hours of credit toward a degree.

Special students include all persons enrolled at the University who are not seeking a degree.

### **COURSE LOAD**

The unit of credit at Gardner-Webb University is the credit hour. A student is considered full-time if enrolled for 12 credit hours or more. The normal load is 16 credit hours. However, any student in good standing may take up to a maximum of 21.5 credit hours. Course load limits include all transient course work. The approval of Educational Policies and Standards Committee and the endorsement of the student's advisor and Chair of the Department/Dean of the School are required to exceed 21.5 credit hours. In the case of student athletes, the approval of the Director of Academic Support for Student-Athletes is also required. The course load appeal form should be submitted to the EPSC Chair. Electronic submission of the form and all supporting documents is recommended. A paper submission should include the original plus three copies. There are additional tuition charges when exceeding more than 18.5 hours per semester.

No boarding student may be enrolled for fewer than 12 credit hours at any time during a semester unless given prior permission by the Office of Housing and Residence Education.

The normal load for each term of summer school is 6 credit hours or a 4-semester-hour laboratory course plus one 3-credit-hour course. The maximum number of hours for which a student may enroll in summer is 15 credit hours.

### **COURSE REGISTRATION**

Students register for classes online through WebbConnect according to the posted schedule on the official Academic Calendar. Before registration, each student should consult with his or her academic advisor on course selection, General Studies requirements, major requirements and other degree requirements. However, it is the responsibility of the student, not the academic advisor, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed.

### **AUDITING COURSES**

With the approval of the course professor, any Gardner-Webb University student may audit a course for a nominal charge. An online audit form must be completed and filed with the Registrar's Office prior to the end of the Drop/Add period (first week of classes). Area residents not desiring credit may audit a course for a nominal charge provided an application is filed with the Admissions Office.

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

## ADMINISTRATIVE CHANGES IN CLASS AND SCHEDULE

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other valid reasons. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached, or to make changes in the schedule and/or faculty when necessary.

## ADDING, DROPPING, AND WITHDRAWING FROM COURSES

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic advisor one week from the beginning of the fall or spring semester. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of @W will appear on the student's transcript.

After the first week of classes, any official withdrawal from a class must be done by the student through the Registrar's Office. When a student officially withdraws from a course, a grade of "W"(withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

The last day for withdrawing from an individual course is four weeks after mid-term or a date not to exceed 75% of the course. Check the Academic Calendar for dates. After this date only a complete withdrawal from school will be processed.

To withdraw please follow the directions listed below:

1. Log into WebbConnect
2. Click on Registration
3. Click Withdrawal Information

Notification of the request is sent to the student upon the processing of the withdrawal.

## CHANGE OF NAME OR ADDRESS

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

# GRADES AND REPORTS

## GRADING SYSTEM AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done.

A student earns quality points as well as semester hours credit if the level of performance does not fall below that of "D-".

Letter grades are assigned. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A+	1	4
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C+	1	2.33
C	1	2
C-	1	1.67
D+	1	1.33
D	1	1
D-	1	.67
F	1	0
FX- Failure for Academic Dishonesty	1	0
FD- Dimensions Failure	0	0
P- Passing (With Approval)	0	0
I- Incomplete	1	0
IN- Incomplete (With Approval)	0	0
W- Withdrew	0	0
WP- Withdrew Passing	0	0
WF- Withdrew Failing	1	0
@F- Administrative Failure	1	0
@W- Administrative Withdrawal (Student never attended)	0	0
NG- No Grade Reported	0	0

TR- Transfer Hours	Hours Credit Only	Hours Credit Only
CR- Credit Hours	Hours Credit Only	Hours Credit Only
AU- Auditor	0	0
E- Course Repeated	0	0
I- Later or Higher Attempt Computed According to Grade	1	Multiplied by quality points for final grade

## NOTATIONS ON TRANSCRIPTS

E- Course Excluded from GPA

I - Course Included in GPA

(Located to the right side of the quality points of the course)

1 Multiplied by quality points for final grade

An “I” grade may be assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete. The reason for the incomplete work must be of a serious nature and must be beyond the student’s control. The assigning of an “I” grade must be accompanied by the completion of an “I” grade contract, with one copy given to the student, one kept on file by the professor, and one submitted to the Office of Associate Provosts within seven days after grades are submitted. The final date for completion of coursework and removal of an “I” grade can be no later than 90 days after the last day of the term in which the “I” grade was assigned; otherwise the incomplete grade will be changed to a grade of “F” by the Registrar’s Office.

An “IN” is assigned to a student involved in an internship or other multi-semester course structures in which the final assessment cannot be determined by the end point of the registered term. The student has a maximum deadline of the end of the following semester to complete the course work (this may vary by program in the graduate schools); otherwise the incomplete grade will be automatically changed to an “F” by the Registrar’s Office. While in effect, the “IN” will have no negative bearing on the student’s semester and cumulative grade-point average.

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 at the date of withdrawal.

A student wishing to withdraw from a class or completely from school after the drop/add period is over will need to go the Registrar Services website and complete the withdrawal form and submit the form online. Advisors do not have the accessibility to withdraw a student from courses. Advisors should refer to information as stated above when answering questions in regard to course withdrawals. Course or complete withdrawals are not official until they have been processed by the Registrar. E-mail notifications are sent to the student, the advisor and the professor(s) of the course once the withdrawal has been processed.

@F - This grade represents an administrative failure of a course. It could be assigned by either the professor or the Registrar’s Office to any student who ceases to attend class or who otherwise exceeds the permissible number of absences in a course. This grade would be treated the same as the basic “F”; it would count against the student’s grade-point average and would be repeatable under the same provisions as outlined in the university catalog.

The last date for withdrawing from an individual course will be four weeks after mid-term or a date not to exceed 75% of the course (including summer school). The only courses which will be dropped after this date are those which a student drops when withdrawing from school.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of an academic appeal (see the section below titled “Academic Appeals”). Unless a grade of “I” or “IN” has been assigned, a professor cannot accept coursework from a student after a grade has been submitted.

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

## GRADE POINT AVERAGE

The student’s general academic performance is indicated by both a semester and a cumulative grade-point average. This figure is determined by dividing attempted credit hours into earned quality points. Both values are calculated based only on academic work completed at Gardner-Webb.

## GRADE REPORTS

Each student receives a course grade at the end of the semester. Final grades can be accessed by going online at [webbconnect.gardner-webb.edu](http://webbconnect.gardner-webb.edu).

# GRADUATION REQUIREMENTS

A minimum of 128 credit hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. Students transferring from community colleges are required to complete a minimum of 64 credit hours of subsequent study in senior colleges or universities, with at least the final 32 hours with Gardner-Webb. A student must have a minimum grade of 2.0 on each course counted toward the major. A transfer student is required to complete at least one-half of the major (15 credit hours) at Gardner-Webb.

## APPLICATION FOR GRADUATION

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar as posted on the academic calendar. Students must apply for graduation by the published deadline listed on the academic calendar. Specific deadlines will be published and a \$125 late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled Commencement. Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify the Registrar's Office in writing requesting to be excused.

# HONORS AND AWARDS

## SEMESTER HONORS

Two lists of honor students are posted each semester:

1. Dean's List: Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and students taking 15 hours or more must have a 3.7 or better with no grade below "C" (2.00).
2. Honor Roll: Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Gardner-Webb Grade Point Average with no grade below "C" (2.00), and students taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below "C" (2.00).

## ANNUAL AWARDS

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

The Senior Scholastic Award is presented at each undergraduate Commencement. It is presented to the senior who has the highest Gardner-Webb University GPA; in most cases the GWU GPA is 4.000. When there is more than one graduating senior that has the highest GPA, the true overall GPA is used to determine the award winner, functioning as a tie-breaker. This calculation includes transfer work averaged in with all work at GWU.

The Most Outstanding Male Graduate Award is endowed by Dr. John Roberts of Greenville, SC. Dr. Roberts received the award when he graduated from Gardner-Webb in 1949. The award perpetuates the memory of Professor J. D. Huggins, the first principal of the Boiling Springs High School. The award recognizes scholarship and participation in University activities. The Most Outstanding Female Graduate Award is provided by Mrs. Bonnie R. Price in memory of Miss Etta L. Curtis. The award recognizes scholarship and participation in University activities.

The winners of these awards are selected by the faculty.

## GRADUATION HONORS

To be considered for baccalaureate honors, a graduating student must complete a minimum of 64 hours at Gardner-Webb University, and his or her GPA for that work taken here must merit honors.

Those in the graduating class with a GPA of 3.8 or above will receive honors. Those with a 3.8- 3.89 will receive *cum laude*. Those with a 3.9-3.94 will receive *magna cum laude*. Those with a 3.95-4.0 will receive *summa cum laude*.

Associate degree students whose overall GPA and Gardner-Webb GPA are 3.2 or more are designated as Honor Students.

## HONORS PROGRAM GRADUATION RECOGNITIONS

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 24 credit hours of Honors courses, and receive the recommendation of the Honors faculty will receive "Honors Program" recognition during commencement exercises.



# TRANSCRIPTS OF STUDENT RECORDS

Requests for copies of a student's record should be made to the Office of the Registrar. All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

# FINANCIAL INFORMATION

## FINANCIAL AID

Gardner-Webb University makes every effort to assist students in securing the necessary resources to afford a Gardner-Webb education. The University provides various forms of financial aid to bridge the financial "gap" between the cost of attendance and the amount the student and/or parents can reasonably be expected to provide.

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

## NEED-BASED FINANCIAL AID

Students seeking financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). This application will provide the Financial Planning Office with the amount the student and their family can contribute to the cost of education. (The cost of education includes tuition, fees, room, board and expenses for books, transportation and personal expenses). The FAFSA collects the student's and parents' federal tax information from the prior year as well as asset information. This information is used to calculate the expected family contribution (EFC). (The EFC is the family's ability to contribute toward college costs). The EFC determines the amount and type(s) of financial aid that can be awarded to each student.

There is no charge to apply and the FAFSA can be completed at the following website: [fafsa.gov](http://fafsa.gov). The application can be done beginning January 1 of the year the student plans to attend college. Once the FAFSA has been submitted by the student a copy of the results are provided to each college listed on the

form. Gardner-Webb's school code is 002929 and the priority deadline is March 1. GWU will receive the application electronically and a financial aid award will be prepared once the student has been admitted and it is March 1 or later. The student will receive an award notification e-mail at their GWU e-mail address. The award information is provided via GWU's secure online portal called WebbConnect. (Each student is given a username and password upon admission to the University). Any scholarship aid awarded to the student from GWU will be included in the financial aid package.

## FEDERAL ASSISTANCE PROGRAMS

Any student enrolled or accepted for enrollment in an eligible program at Gardner-Webb University may receive assistance under the Title IV Programs if he/she:

1. is a citizen or permanent resident of the United States;
2. has met the Selective Service Requirements;
3. is maintaining satisfactory academic progress according to established standards;
4. does not owe a refund on a grant or is not in default on a loan received at GWU or any other post-secondary institution; and
5. completes the Free Application for Federal Student Aid (FAFSA).

A list of Federal Programs available to eligible applicants is as follows:

- Pell Grant
- Supplemental Educational Opportunity Grant
- Work-Study
- Perkins Loan
- Direct Stafford Loans - Subsidized and Unsubsidized
- Direct Parent PLUS Loan

Additional information about these programs is available in the Financial Planning Office and on the Financial Planning web page. Please realize that not all students are eligible for these programs due to specific criteria such as financial need, grade point average, year in school and availability of funds. Federal funds are awarded on a first-come, first-serve basis.

## STATE ASSISTANCE PROGRAMS

A list of State Programs for eligible North Carolina residents (funding contingent upon state appropriations) is as follows:

The North Carolina Need Based Scholarship Program (NBS) is a grant program created by the NC General Assembly for students with an Expected Family Contribution (EFC) of \$15,000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA).

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011.

The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs.

North Carolina does offer other sources of financial aid based on specific criteria. The College Foundation of North Carolina's website can be used to research and apply for such scholarships. The web address is: [cfnc.org](http://cfnc.org).

## GARDNER-WEBB UNIVERSITY SCHOLARSHIP PROGRAMS

Gardner-Webb University is committed to offering scholarships to those students with outstanding academic credentials. The types of scholarships are listed below and are awarded based on the individual student's academic and/or performance profile. The University will allow institutional sources of financial aid to be combined with federal, state and outside aid up to the student's cost of attendance. For some students this may result in a reduction of their GWU aid. Please contact the Financial Planning Office with specific questions.

### COMPETITIVE SCHOLARSHIPS

These scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive a nomination for this competition you must be selected by the Ignite Excellence Scholarship Screening Committee and interview in the winter months.

### ACADEMIC FELLOWS

Each year five students are chosen to receive a full tuition scholarship for eight consecutive semesters, provided the recipient is enrolled full-time, maintains a cumulative institutional Grade Point Average of 3.5, resides on campus, and continues to demonstrate a strong leadership ability and commitment to service.

\*Please note: The Academic Fellows Scholarship does not apply to hours taken in excess of 18 in any semester, does not apply to summer terms, or other program costs such as GEM, and does not cover the expense of books, fees and/or music lessons. Scholarships are divided equally between the fall and spring semester when awarded. If a student is selected for the Academic Fellows Scholarship, any previous offer of scholarship aid is rescinded.

### HONORS SCHOLARSHIP

Each year students are chosen to compete and apply to be part of the University's Honors program. Each student selected is awarded a \$2,000 Honors Scholarship, renewable as long they maintain the requirements outlined by the Director of the Honors Program.

Gardner-Webb University offers the following Institutional Scholarships and Grants

- Trustee Scholarship
- Presidential Scholarship
- Provost Scholarship
- Dean's Scholarship
- Achievement Scholarship
- Opportunity Grant

\*These scholarships range from \$4,000-\$15,000 depending on the student's academic profile.

In order to determine the amount of institutional scholarship or grant you are eligible to receive, you must first apply and be accepted to Gardner-Webb. Your award amount will be included in your acceptance letter from the Undergraduate Admissions Office. Institutional scholarships require a student to be enrolled full-time (12 hours or more) and maintain a grade point average in accordance with the institution's Scholarship Maintenance Policy. Award amounts vary depending on your housing status (whether you live on or off campus).

ADN students transitioning from the Traditional Undergraduate Day program into the DCP BSN program will have any institutional aid prorated based on the percentage of tuition which is covered by their current institutional aid. For example:

$$\text{Current Institutional Aid} \div \text{Undergraduate Day Tuition} = \% \text{ of Tuition}$$

$$\$10,000 \div \$27,890 = 36\%$$

$$\text{Scholarship \%} \times \text{DCP BSN Tuition} = \text{New Scholarship Amount}$$

$$36\% \times \$4,836 (12 \text{ hrs. @ } \$403/\text{hr.}) = \$1,741$$

## PERFORMANCE-BASED SCHOLARSHIPS

Athletic Scholarships are awarded by each individual coach and shared with the Office of Financial Planning. GWU offers scholarships for the following sports: men's and women's basketball, golf, soccer, swimming, tennis, track, men's baseball, football, and wrestling and women's softball, lacrosse, and volleyball. Any questions concerning eligibility for a scholarship should be directed to the Coach of the sport of interest. If a student receives a financial aid award and an athletic scholarship is not listed, please contact the Coach of the sport of interest. It is possible your non-athletic aid will be reduced once the athletic scholarship is added to your financial aid package.

Honors Music Scholarships are awarded based on a student's performance from an on-campus audition. The Music faculty selects the recipients and shares them with the Financial Planning Office. Scholarships are renewed based on performance throughout the academic year as well as maintaining a major in Music. Award amounts vary and may depend on the total amount awarded in other GWU funds.

Marching Band Scholarships are awarded by the Band Director and shared with the Financial Planning Office. The award amount is \$1000 and is based on participation in the band. Scholarships are renewed providing participation continues each year.

Pep Band Scholarships are awarded by the Band Director and shared with the Financial Planning Office. The award is \$250 and is given during the spring semester. Scholarships are renewed providing participation continues each year.

Ensemble Scholarships are awarded by the director of each specific ensemble. The award amount ranges from \$500-\$2,500 and is based on the need within that ensemble and the student's audition as well as on required participation in that ensemble. Awards are reflected in a student's financial aid package and are reviewed each year by the department.

## OTHER GARDNER-WEBB SCHOLARSHIPS

Baptist Leadership Scholarship is awarded to selected students who are members of North Carolina Baptist churches cooperating with the NC Baptist State Convention. The funds are awarded and provided by the NCBSC. A separate online application must be completed prior to April 1 (must reapply each year).

Christian Service Organization scholarships are awarded to those students preparing for full-time Christian vocational service. The application must be completed as well as the Free Application for Federal Student Aid (FAFSA). Award amounts vary depending upon the students demonstrated financial need as determined by the results of the FAFSA.

Church Matching Scholarships are awarded based on a scholarship from a SBC Church to a student attending GWU. The scholarship will be match by GWU up to \$2,500. The application deadline is May 1. The scholarship will not be matched if the student is receiving \$10,000 or more in GWU funds. (The application is available from the Financial Planning web page).

Gardner-Webb Legacy Grants are awarded to students that have an immediate family member who is a graduate of Gardner-Webb University (parent, grandparent, great grandparent, or sibling). The grant is confirmed by the Alumni Relations office, and is awarded at \$500 per year.

Ministerial Board of Associates Scholarships are awarded based on the recommendation by a member of the Ministerial Board of Associates. The application deadline is May 1, and this is for new and /or transfer students. The award amount is \$250 per year and will be renewed for three years. (The application is available from the Financial Planning web page). Minister's Dependent Scholarships are awarded based on the dependent's parent being a full time minister of a SBC or CBF Church or an ordained, full-time employee of a Baptist State Convention or agency. The application deadline is May 1, and a new application must be completed each year to receive the scholarship. The award amount is \$1,000 per year. (The application is available from the Financial Planning web page).

Out of State Grants are awarded to students that are non-North Carolina residents. The Out of State Grant is \$2,000 per year and is also need based. Students must have an expected family contribution as determined by the FAFSA of \$25,000 or less in order to qualify.

Reserve Officer Training Corps (ROTC) Room & Board Scholarships are available for those students receiving an Army ROTC Scholarship. GWU will cover the cost of a standard double room and the 21 meal plan less any federal or state grants. The scholarship will be renewed each year the student continues to receive the ROTC Scholarship.

## SCHOLARSHIP MAINTENANCE

Students receiving scholarships from Gardner-Webb are expected to achieve a minimum cumulative institutional grade point average (GPA) to retain any scholarships. Scholarship progress is reviewed at the end of the semester. The GPA requirement for each scholarship is listed below. If your institutional GPA is below the required minimum, you will be placed on Scholarship Probation. You will be eligible to receive your scholarship while on probation; however, if at the end of the term you have not achieved the required GPA, your scholarship will be rescinded for the next semester.

Academic Fellows\* must maintain an institutional grade point average (GPA) of 3.5 at the end of each academic year, reside on-campus, and be enrolled full-time.

Trustee Scholarship .....	3.2
Presidential Scholarship .....	3.0
Provost Scholarship .....	3.0
Dean's Scholarship .....	2.8
Achievement Scholarship .....	2.8
Gardner-Webb Scholarship .....	2.8
Great Choice Scholarships* .....	2.8

Please note: Nursing students must remain in good standing in the Nursing program in lieu of the above stated GPAs to retain scholarship funds.

\*Great Choice Scholarships (Gardner, Elliott, Cantrell) requires on-campus residency. If a student chooses to move off campus, scholarship eligibility will be forfeited.

You may appeal the loss of your scholarship by writing a letter to the Associate Director of Financial Planning. It is important to remember that extenuating circumstances must be fully documented. Please contact the Financial Planning Office if you have any questions concerning the appeal process.

Finances

## EXPENSES FOR THE 2015-2016 ACADEMIC YEAR – TRADITIONAL UNDERGRADUATE PROGRAM

Gardner-Webb University will make every effort to keep operating costs low while providing quality programs. Through the support of various affiliated organizations, private gifts from alumni, businesses, friends, and endowment earnings, Gardner-Webb is able to charge less than the actual cost of instruction and other services. Tuition increases are usually implemented at the beginning of the summer; however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Item	Per Semester
Tuition (10-18 hours) .....	\$13,945
Room: Traditional dorm* .....	\$ 2,350
Suite Style Apartment* .....	\$ 2,370
Private Bedroom Apartment .....	\$ 3,745
Board: See Board Plan Options	
Part-Time/Overload .....	\$447/hour
Residence Hall Security Deposit .....	\$150
Dorm Damage Deposit	
(Refundable).....	\$75
Communications Fee	
(Resident Students Only) .....	\$95
Student Activity Fee .....	\$100
Insurance** .....	\$280

\*Students desiring a private room (when available) in a traditional dorm or suite style apartment will be charged an additional amount of \$810 per semester.

\*\*Full-time traditional undergraduate students are required to purchase accident and sickness insurance through the University or provide proof of existing health insurance coverage. A student covered under a personal policy should complete the Waiver Form located in the Student Accounts Folder in WebbConnect. The insurance charge will be removed from the student account once the Waiver Form has been completed.

Each student is expected to review his or her Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

## BOARD PLAN OPTIONS

All resident students must participate in an eligible board plan. Enrolled students living off campus may also purchase a University meal plan. Individual meals may be purchased directly through the campus dining location.

Plan Description	Meal Opportunities Per week (1)	Flex \$ per Semester	Cost per (2) Semester
Value Plan	21	\$270	\$2,290
Choice Plan	15	\$330	\$2,255
Flex Plan	10	\$360	\$2,150

1. The week will be defined as beginning Sunday dinner and running through Sunday lunch. Available meals for partial weeks will be prorated. Meals cannot be carried over from week to week, nor can they be transferred to other persons.
2. Flex Dollars are available to the student based on the meal plan selected. These dollars can be used at the student's discretion at all dining locations on campus. They do not carry over from semester to semester.
3. After the last day of drop/add, a student is not permitted to change to a lower meal plan; however, a student may elect a higher meal plan at any point during the semester.

## MUSIC FEES

Item	Per Semester
Private Lessons - Piano, Voice, Organ, Instruments	
One lesson (1/2 hour)	
per week, 1 hr. credit.....	\$360
Two lesson (1 hour) per	
week, 2 hrs. credit .....	\$630

## MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course specific fees ranging from \$10 to \$400. Fees are used to cover direct expenditures associated with a course requirement (i.e. laboratory materials, database licenses, background checks, etc.) as well as indirect expenses associated with a particular class.



## ONLINE LEARNING TECHNOLOGY FEES

All online and hybrid courses will be assessed a fee of \$35 per course. Funds generated from this fee are used for services that Gardner-Webb provides for students. Services include student computing and technology equipment, software, site assistance and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event you should withdraw from the course.

## PART-TIME ENROLLMENT

Traditional Undergraduate Program Tuition (no more than 9 hours per semester).....\$447/hour  
This reduced rate is available to students who enroll in 9 hours or less. Students who enroll for 10 or 11 hours in a semester are also considered part-time (for financial aid, residence life, and other purposes), but do not qualify for the reduced hourly rate.

## UNDERGRADUATE CONTINUING EDUCATION

Traditional Undergraduate Program Tuition .....\$403/hour

Students must hold a completed Bachelor's degree from an accredited/approved institution to qualify for this rate. Official transcripts must be provided to the Registrar's Office. The exception to this rate is tuition for the Associate's Degree in Nursing Program. All students pursuing an ADN degree will be charged the traditional undergraduate tuition rate as reflected above.

## COMMON MISCELLANEOUS FEES

Audit (Per Course) .....	\$175.00
Auto Registration (Annual) .....	\$130.00
Credit by Exam (Per Credit Hour) .....	\$125.00
Graduation Fee .....	\$140.00
Graduation Hood Fee .....	\$30.00
International Student Application Processing Fee.....	\$100.00
Late Graduation Fee .....	\$125.00
New Student Orientation Fee .....	\$125.00
Non-Sufficient Funds/Returned Check .....	\$30.00
Replacement Student ID Card .....	\$10.00
Textbooks (Estimated Per Semester) .....	\$750.00
Transcript Fee .....	\$15.00
Transient Credit (Per Course) .....	\$50.00

Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

The above fees are those fees that are typical with enrollment in the Traditional Undergraduate Program. Fees are subject to change and additional fees may be assessed as required under current policy. Unless otherwise explicitly stated, fees paid to the University are not refundable.

## BOOK EXPENSES

The estimated cost of textbooks is \$750 per semester, but can vary greatly depending on the number of classes taken and the program of study.

## COSTS COVERED BY TUITION

Included in tuition are the costs for registration, use of the library, use of recreation facilities, admission to home athletic events, student publications, post office box rental, and 10 to 18 semester hours of work. Additional academic fees may be charged based on the program of study due to the unique requirements of the program (i.e. laboratory work, clinical experience, etc.) Additional costs apply for study abroad courses. Personal expenses will vary with the individual student.

## SCHEDULE OF PAYMENT

### ADVANCE DEPOSIT

An enrollment deposit of \$150 and a room reservation deposit of \$150 for new resident students or an advance enrollment deposit of \$150 for new commuting students is due within 30 days of being accepted. The room reservation deposit for new resident students or the advance deposit for new commuter students is non-refundable after May 1 for fall enrollment and November 1 for spring enrollment.

Continuing residential students have the opportunity to reserve a space during and after the annual housing sign-up period by completing a Housing Application Agreement and submitting a \$150 room reservation deposit. The deposit for a continuing residential student is non-refundable. Continuing students applying for commuter status for the first time will need to complete a Commuter Application and submit a non-refundable commuter deposit. Room reservation deposits will be credited toward the cost of the room; however, they will be forfeited if the reserved room is not utilized. The commuter deposit will be credited toward the cost of tuition.

## **BALANCE OF THE ACCOUNT**

The balance of the semester's charges is due according to the scheduled due dates as reflected on the individual student's Online Bill.

## **DEFERRED PAYMENT PLAN**

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the fall and spring semesters rather than the full payment at the start of the semester. Students may sign up for the Deferred Payment Plan when viewing their Online Bill. The Online Bill may be accessed through the WebbConnect portal on the GWU homepage by using the username and password assigned to the student by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at (704) 406-4287.

## **EMPLOYER PAID TUITION**

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the plan and the documentation required may be found at the bottom of the student's Online Bill or they may contact the Student Accounts Office for details on enrolling in this plan.

## **CHARGE REDUCTION POLICY**

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Complete Withdrawal Form should be completed electronically and may be accessed through the Registrar Services page on the Gardner-Webb University website. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins. Reductions will be computed on total charges for tuition and room. Reduction in board plan charges will be computed on the total cost of the board plan less the amount of Flex Dollars available with the plan. There will be an additional charge reduction for any unused Flex Dollars.

Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the drop/add period will not receive a charge reduction. For purposes of interpreting this policy the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No

charge reduction will be given after the 60% period of enrollment for the semester.

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

## **ROOM AND BOARD REDUCTIONS**

In the event a student continues to be enrolled for classes and is approved or required by Residence Education to move from University housing to off-campus housing during a semester there will be no charge reduction for room charges. The student moving off campus may request to have his or her meal plan terminated at that time and receive a limited pro-rata charge reduction for meals. The meal plan reduction amount will equal the percentage of the semester remaining times fifty percent times the original meal plan rate. There will not be a reduction for actual Flex Dollars spent. To have the meal plan terminated and receive this reduction the student must contact the Student Accounts Office once they have been approved to move off campus and have been officially checked out by the Office of Residence Education.

## **DELINQUENT STUDENT ACCOUNTS**

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

## **ACADEMIC POLICIES**

### **ACADEMIC APPEALS POLICY**

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: professor, department chair or dean, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC are final and cannot be further appealed. Except for grade appeals, the student must make all appeals in writing on his or her own behalf no more than eighteen months after the date of the decision being appealed.

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal to the professor, department chair or dean, and the Educational Policies and Standards Committee, in that order. Decisions of the EPSC are final and cannot be further appealed. The last date to initiate a grade appeal is the end of the next fall or spring semester. Email notification of approved and processed grade changes will be sent to the student, the professor, and the advisor.

Academic Appeal Filing Forms may be obtained from Registrar Services (Dover Campus Center, Phone: (704) 406-4260). The appeal document should include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. All appeals should be signed and dated. Appeals made on behalf of the student by another party (e.g. faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. The Associate Dean of Undergraduate Advising will assist students with academic appeals if requested.

## ACADEMIC STANDING AND RETENTION STANDARDS POLICY

Students once admitted to the University who meet all requirements for continuing enrollment are considered members of the student body. However, it is the policy of the University to require each registered student to annually reaffirm the desire and intention to retain membership in the student body. Completing or updating a Housing or Commuter Contract is required during the Spring Semester. Advance deposits are required each semester as indicated in the financial section.

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

Students are placed on academic probation as a warning that their academic performance is below the minimum level expected of students in their class. If the student's academic performance fails to reach the minimum standard for continued enrollment in the ensuing semester, he/she will be suspended from the University.

Students will be placed on probation when their Gardner-Webb grade point average falls below the minimum standards listed below:

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 and may not register for more than 15.5 credit hours during any semester while on probation. In order to be removed from academic probation, the student's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is at or above the minimum required, probation will be continued for another semester.

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

Should a second or third academic suspension occur (even if the first or second suspension is waived on appeal), the student must remain out for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Readmission requires the approval of the Readmission Committee. Students suspended from the University are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through a written appeal to the Provost. A student who wishes to appeal being placed on academic probation or suspension may do so through the Office of the Provost. Suspensions that are waived on appeal are still noted on the student's academic transcript.

All full-time students are eligible to represent the institution in all extracurricular activities, unless prohibited for disciplinary reasons. Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. A student's academic standing can be affected as a result of summer school enrollment. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

See "Readmission of Former Students" – for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

## **ACADEMIC RENEWAL POLICY**

The purpose of the academic renewal policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University. To be eligible for academic renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received Academic Renewal previously. For students who have attempted more than 64 semester hours of work at Gardner-Webb, only the first 64 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

A student who is accepted under the Academic Renewal provision is considered in good academic standing and is eligible for all academic awards and honors. All transfer work from other institutions will be considered for credit, even if the course is a repeat of a course in which the student earned a D or F at Gardner-Webb. A student who is admitted under Academic Renewal may have a career total of six repeat courses. This number does not include courses repeated prior to the student's admission under Academic Renewal for which they do not receive credit upon their readmission to the University or courses repeated at other institutions.

Under this policy, all eligible Gardner-Webb University hours will be treated as transfer credit, i.e. grades of C or better will be given credit, but not counted in the Grade Point Average (GPA). Grades below C will not be counted as hours earned or in the GPA, with the exception of FX grades. FX grades will remain on the student's records and count in the GPA. All GWU semester hours approved for academic renewal will be treated as transfer credit for determining academic awards.

The GWU Readmission Committee will consider a student for academic renewal when reviewing an application for readmission. Any student who applies for readmission and is

eligible for academic renewal may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for academic renewal. If approved, the student will have the right to turn down academic renewal if it is not desired. All previous records at GWU will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for academic renewal. Students may not apply for or be considered for academic renewal after they have been readmitted and have enrolled in their first course.

## **ATTENDANCE POLICY**

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings whether or not they are present. Because learning is a communal experience, the physical presence of students is required in class for at least 75% of class meetings. Attendance is counted from the first scheduled class meeting. Failure to meet this attendance requirement will result in loss of credit for the course and a grade of "@F" will be recorded on a student's transcript. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

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

### **ABSENCE FROM TESTS AND EXAMINATIONS**

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

## **COMPUTER LITERACY POLICY**

Computer literacy is a graduation requirement which may be met in one of two ways: by completing Gardner-Webb's General Studies Curriculum (both English courses and the mathematics course); and by completing a course, or courses, with a computer component (CSCI 160; PSYC 396; EDUC 301).



# COMPREHENSIVE ARTICULATION AGREEMENT POLICY

*[For updated information, please consult the University website.]*

Students who began at a North Carolina community college in the 1997 Fall semester or later can meet Gardner-Webb's general studies requirements by completing the General Education Core and earning an Associate in Arts or an Associate in Science degree. However, courses in both Old and New Testament (RELI 101/304 and 102/305) must be taken as a part of the General Education Core or as electives at the community college, or the student will be required to take these courses at Gardner-Webb University. Students who graduated with an Associate of Arts or Associate of Science degree from a North Carolina community college prior to 1997 or students who have out-of-state coursework accepted by a North Carolina community college will have their coursework examined on a course-by-course basis.

**The General Education Core** is a 44 semester hour core including the following areas (Grade of "C" (2.00) or better is required):

**English Composition** (6 semester hours)

**Humanities/Fine Arts** (12 semester hours)

Four courses from at least three of the following discipline areas are required: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

**Social/Behavioral Sciences** (12 semester hours)

Four courses from at least three of the following discipline areas are required: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

**Natural Sciences** (8 semester hours)

**Associate in Arts**

Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

**Associate in Science**

A two-course sequence in general biology, general chemistry, or general physics is required.

**Mathematics** (6 semester hours)

**Associate in Arts**

At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

**Associate in Science** At least one course in mathematics at the precalculus algebra level or above is required; the other course may be a higher level mathematics course or may be selected from among other quantitative subjects, such as computer science and statistics.

**Other Required Hours** (20-21 semester hours)

Courses in health, physical education, college orientation, and/or study skills may be included as other required hours. Work experience may be included up to 1 semester hour for career exploration.

**Associate in Arts** A minimum of 20 semester hours of college transfer general education, elective, and/or pre-major courses is required.

**Associate in Science** A minimum of 14 semester hours of college transfer courses in mathematics, natural sciences, computer science, and/or other pre-major courses is required. The remaining hours may be selected from elective transfer courses.

**Total Semester Hours Credit in Program: 64-65**

All of the aforementioned stipulations must be completed PRIOR to entering Gardner-Webb University.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Transfer students can review the departmental requirements under Additional General Education Courses Required by Major Department for specific courses required in the major.

## COMMENCEMENT PARTICIPATION POLICY

Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify the Registrar's Office in writing requesting to be excused.

## CONTINUOUS COURSE ENROLLMENT POLICY

CRTL 101, English 101 and 102. Students will complete the English requirement for graduation by registering for and earning appropriate grades in CRLT 101 (when required), ENGL 101 and ENGL 102, beginning with their first semester of enrollment and continuing uninterrupted each semester until the requirements for graduation are satisfied. Permission to withdraw from ENGL 101 or ENGL 102 will be granted only under extraordinary circumstances. The permission of the Chair of the English Department and the Associate Provost for Arts and Sciences is required. See Grade Point Average Minimum Policies.



# COURSE CREDIT POLICIES

## ADVANCED PLACEMENT AND CREDIT POLICY

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

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

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

### GENERAL CLEP GUIDELINES

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

### GENERAL EXAMINATION GUIDELINES

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:
3. A maximum of six semester hours of credit may be granted for each test.
4. a. A maximum of three semester hours of credit may be granted on the basis of a sub-score, provided the area is appropriate.

- b. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

## SUBJECT EXAMINATION GUIDELINES

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

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

Address: [www.gardner-webb.edu](http://www.gardner-webb.edu)

Place cursor on: Academics, Registrar Services

Click on: Transfer Credit/Transient Credit

In the left side bar

Click on: CLEP Credit Guide or AP Credit Guidelines

International Baccalaureate Organization: The University accepts credit for Higher Level courses completed with scores of 5 or above. A detailed list of IBO equivalencies is available online and may be accessed as follows:

Address: [www.gardner-webb.edu](http://www.gardner-webb.edu)

Click on Academics, Registrar Services

Click on: Transfer/Transient Credit

In the left side bar

Click on: International Baccalaureate (IBO) Credit Guidelines

## ARMED SERVICE-RELATED PROGRAMS

Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit these courses for credit consideration. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

## LOCAL TESTING PROGRAM

A student who attains a satisfactory score on a special test administered by one of the University's academic departments may be exempted from the related course, but will be required to take an advanced course in the department carrying equal or greater credit. Arrangements for advanced placement through this program require the agreement of the appropriate Associate Provost and department chair.

## **COURSE BY ARRANGEMENT**

A course by arrangement is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study (i.e., is not a transient student) and a catalog course which is not offered by the University during a given semester or which cannot be scheduled by the student. The course may be offered to the student on a one-to-one basis, provided the option is limited to instances of extenuating circumstances.

Course by Arrangement requires junior, senior, or graduate standing and the approval of the following: the professor offering the study, the student's major department/school, and the appropriate Associate Provost. A Course by Arrangement must be scheduled before the end of the drop/add period of each semester. It will not be used to repeat a course. No more than two Course by Arrangements may be applied toward graduation requirements. No more than one Course by Arrangement can be taken in any one semester.

## **INDEPENDENT STUDY POLICY**

The term "independent study" is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a written project/paper.

Independent study requires junior, senior, or graduate standing and the approval of the following: the professor offering the study, the student's major department/school, and the appropriate Associate Provost. The student's proposal must be submitted and approved by the end of the semester preceding the study. An independent study will not be used to repeat a course and is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study. No more than six hours credit in independent study may be applied toward graduation requirements. No more than three hours of independent study can be taken in any one semester.

## **DIMENSIONS ENROLLMENT POLICY**

Each student is required to enroll for a Dimensions course each semester of full-time enrollment at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. Students who meet requirements earn 1/2 semester hour of credit each term. Part-time students must earn 1/2 semester hour of credit for every 15 hours of credit earned at Gardner-Webb or until a minimum of three semester hours of credit (six semesters) has been earned. (The required Dimensions courses are numbered 111-116; elective Dimensions courses are numbered 117-118.) Students receiving an F in Dimensions must repeat the course the following semester. Students who fail a second time will

receive a letter of warning. Three grades of "F" in Dimensions will result in being placed on Dimensions probation. In order to be removed from Dimensions probation, the student must register for and satisfactorily complete both a Dimensions course by arrangement (20 hours of community service) and the regularly scheduled Dimensions during the following academic term. Students on probation who fail either the Dimensions course by arrangement or the regularly scheduled Dimensions will be suspended from the University.

## **PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS**

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

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

Students may grant permission to University personnel to release to specified individuals information pertaining to Academic Records, Financial Aid, and Billing by completing the FERPA Release Form located on their Personal Information menu on WebbConnect. Using this form, students are able to specify up to three individuals to whom information may be released.

## FOREIGN LANGUAGE POLICY

The following guidelines apply to the foreign language requirement:

1. Students must complete a foreign language through the first semester of the intermediate level (201). Students may select either from those offered by Gardner-Webb or any approved foreign language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a foreign language for purposes of this requirement.
2. International students whose native language is a language other than English will not be required to complete additional courses in a foreign language other than English.
3. Students may receive elective credit in a foreign language. Students receiving such credits will complete their foreign language requirements at or above the intermediate level. Students who place into a course above the elementary level of a particular language (201 or higher) will receive six semester hours of elective credit if they choose to complete six hours in that language. This elective credit does not apply for the minor or major.
4. Deaf students who score intermediate level or higher on the SCPIASL will not be required to take additional foreign language courses.

## GRADE POINT AVERAGE (MINIMUM) POLICIES

The following are minimum G.P.A. requirements:

1. CRLT 101 and Math 100. Students required to take CRLT 101 or Math 100 courses must achieve a minimum final grade of "C" (2.00) in order to be released from required enrollment in the course(s). This means that students may not drop these courses once they have been enrolled in them. Students receiving a "C-", "D+" "D" "D-" or an "F" must repeat the course(s) in each successive semester of enrollment at GWU, until they earn at least a grade of "C" (2.00). Students who fail to achieve at least a grade of "C" (2.00) in one of these courses after a maximum of four attempts will be dismissed from the University.
2. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.

3. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
4. The student must also have an overall "C" (2.00) average on all work counted toward any minor. A grade of D-(0.67) is a passing grade for courses in the minor. 5. A grade of D- (0.67) is a passing grade for General Studies courses.

## HONOR CODE POLICY

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. The Student Government Association requires all students to sign the Honor Code Form as they begin their stay at Gardner-Webb. This signed form is kept in the Office of the Vice President of Student Development.

## POLICY OF ACADEMIC HONESTY

### *PREAMBLE*

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

### *STUDENT RESPONSIBILITIES*

Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.

1. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
2. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
3. Students must understand the definitions of plagiarism and academic dishonesty.
4. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.

5. Students are expected to report incidence of academic dishonesty to their professor.
6. Any student who threatens or coerces another student or faculty member for reporting an Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

### **FACULTY RESPONSIBILITIES**

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

### **REPEATING COURSES IN WHICH ACADEMIC DISHONESTY OCCURRED**

Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average.

For more information on the Academic Honesty Policy and Procedures, see the current Traditional Undergraduate Student Handbook.

## **STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS**

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all

members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The Code of Student Conduct describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior. The Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online and may be accessed at [www.gardner-webb.edu](http://www.gardner-webb.edu). Click on the Student Life heading, then TUG Student Handbook. Portions of the Handbook (student rights, responsibilities and expectations) will be reviewed during new student orientation. Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco- and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms. The following is a partial list of controlled substances:

Narcotics (heroin, morphine, etc.)  
 Cannabis (marijuana, hashish, etc.)  
 Stimulants (cocaine, diet pills, etc.)  
 Depressants (tranquilizers, etc.)  
 Hallucinogens (PCP, LSD, designer drugs, etc.)  
 Designer (MDA, MDA-known as ecstasy, ice, etc.)  
 Tobacco  
 Alcohol

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1. If found responsible, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the Traditional Undergraduate Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.



3. Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.
4. Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.
5. Gardner-Webb University prohibits the possession of weapons or firearms on campus.

## **INFORMATION LITERACY POLICY**

Information Literacy is a graduation requirement which must be met by completion of one Information Literacy Designated Course contained in the student's declared major. Such courses are identified by an "IL" within the course description.

## **INSTITUTIONAL CREDIT POLICY**

The last academic year (32 semester hours or more) must be taken at Gardner-Webb.

## **PRIOR COMPETENCIES POLICY**

Students must demonstrate competence in English, Reading and Mathematics prior to beginning General Studies courses in those areas.

## **READMISSION OF FORMER STUDENTS**

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet new curricular requirements.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students. Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the appropriate Associate Provost. A request may not be made for summer courses taken immediately after being placed on probation at the end of spring semester.

Students who leave Gardner-Webb University while on suspension may request an evaluation of courses taken at other institutions after returning to good academic standing.

Approval must be granted by the appropriate Associate Provost. Courses taken during the semester or semesters the students were suspended are not eligible for evaluation. A request may not be made for summer courses taken immediately after being placed on suspension at the end of spring semester.

## **REPEAT COURSE POLICY**

Only courses with a grade of "C-", "D+", "D", "D-", "F", "@F" or "WF" may be repeated. A student may repeat up to six courses in which a "C-", "D+", "D", "F", "D-", "@F", or "WF" were earned to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the repeat of the first six courses, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript. Transfer credit may not be used to repeat a "C-", "D+", "D", "D-", "F", "@F" or "WF" earned in a Gardner-Webb course. University policy on repeating courses is not applicable in a situation where an "Fx" was assigned because of academic dishonesty. An "Fx" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored into the grade point average. An "E" designation on the transcript refers to a course excluded in the grade point calculation due as the result of a repeat. An "T" designation on the transcript refers to an inclusion in the grade point calculation as the result of a repeat.

## **TRANSFER CREDITS AND GRADUATION REQUIREMENTS**

Appeals of transfer credits are made through the advisor, the Registrar, and the course major department/school, in that order. The appropriate department chair or school dean has the final decision and cannot be further appealed. Appeals of graduation requirements are made through the advisor, the department chair or dean of the appropriate major, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC are final and cannot be further appealed. The student must make the appeal in writing on his or her own behalf.

## **WITHDRAWAL POLICIES**

### **WITHDRAWAL, SUSPENSION, AND EXPULSION POLICIES**

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 defined as suspension. Dismissal from school for an expulsion is permanent. The University reserves the right to suspend or



expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand. Any student withdrawing from school before the end of a term (up until the last day of classes) is required to complete and submit the online “complete withdrawal form” from the Registrar Services page.

Involuntary withdrawals will be processed by the University for any student that receives a disciplinary suspension or expulsion from the University. The involuntary withdrawal will be processed and dated based on the date of the suspension or expulsion.

Students leaving the University for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges.

## MEDICAL WITHDRAWAL POLICIES

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

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

### **Specific diagnoses and findings;**

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

A student will be notified of the approval decision following a review of the medical documentation. If the request is approved, the student will receive a final grade of “W” for each

class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis.

Upon medical withdrawal from the University, a student must apply for readmission to the University to continue studies. As with any other readmission, stipulations may apply. The University may readmit the student; however, schools and departments have the right to refuse the student for readmission to the respective school or department. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the University. This documentation should follow the same format as above.

## DECEASED STUDENT POLICY

Gardner-Webb University will process a complete withdrawal form upon the death of a student who is currently enrolled. Non-punitive grades of “W” or “WP” will be issued for the course(s) for the student’s academic record for the semester.

The Student Accounts Office will review the student’s account and will give special consideration in terms of any remaining charges on the student’s account.

## TRANSFER CREDIT POLICIES

### TRANSFER CREDIT FROM TWO-YEAR COLLEGES POLICY

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

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement in the General Studies Requirements section of this catalog.

### TRANSFER CREDIT FROM FOUR-YEAR COLLEGES POLICIES

Students transferring from accredited four-year colleges may transfer up to 96 semester hours. For a bachelor’s degree, the final 32 semester hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of “C” (2.0) or better, provided they are comparable to Gardner-Webb

University curriculum. This work will be evaluated by the Registrar's Office staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University.

## TRANSFER CREDIT APPEAL FOR NON-REGIONALLY ACCREDITED INSTITUTIONS

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

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

1. If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFFSA: Association of International Educators.
2. For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:
  - a. Produce a syllabus for the course requested for transfer.
  - b. Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer [a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)].

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

## TRANSIENT CREDIT POLICIES

A transient student is a current GWU student who wishes to take course work at other institutions. Students who wish to insure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. This form must be submitted to the Registrar's Office no later than the last class day of the semester prior to the requested semester of study. Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit.

### TRANSIENT CREDIT

1. will be awarded only for courses that are applicable toward graduation at the host institution,
2. will be awarded only for courses in which a grade of "C" (2.0) or better is earned,
3. will not be awarded for courses for which a student has previously earned credit at Gardner-Webb,
4. may not be used to repeat a "C", "D+", "D", "D-", "F", "@F", or "WF" earned in a Gardner-Webb course.
5. Payment of processing fee.

Transient credit requests will not automatically be approved for students in their final year of study at Gardner-Webb (the final 24 hours for a student enrolled in the AS Degree in Nursing Program and the final 32 hours for a student seeking either the BS or BA degree). Students requesting transient credit during this time frame must have the approval of the appropriate Associate Provost. The "Request to Waive 24/32 Hour Rule" form must be submitted to Registrar Services at least two weeks before the last class day of the semester prior to the requested semester of study. In order to insure that transient credit is properly documented, the student must request that an official transcript from the host institution be forwarded to the Gardner-Webb Registrar. For a student taking transient credit during the final semester of study, all such transcripts must be on file in the Registrar's Office prior to that semester's commencement ceremonies. Transient transcripts not received by this deadline will cause the student's graduation date to be delayed.

## **TRANSFER STUDENTS MINIMUM HOURS POLICY**

Students who transfer into the University must adhere to the following guidelines:

1. If selecting a minor, a transfer student must complete at least nine hours of the minor at Gardner-Webb.
2. Any student transferring from a two-year college must complete a minimum of 64 semester hours of subsequent study in senior colleges or universities.

## **STUDENT RESPONSIBILITY POLICY**

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including academic policies and requirements for graduation. The student is responsible for making official application for graduation to the Registrar by the deadlines published on the Registrar Services' website.

## **TUG/DCP STATUS CHANGE POLICY**

Students who desire an immediate transfer into the Degree Completion Program and who are in good academic standing, may under exceptional circumstances, appeal to the Readmission Review Committee. Special consideration will be given to students who wish to pursue a DCP major not offered in the traditional program, as well as those who have relocated from the area and desire to pursue a distance program at Gardner-Webb University. Appeals will not be considered for students in the final 32 hours of their current program except in extreme circumstances. Students considering an appeal should contact the Advising Center for more information. Residential housing is not available to students in the Degree Completion Program (with the exception of the Hunt School of Nursing's RN to BSN program).

Additional information about the Degree Completion Program is located on the University website, [www.gardner-webb.edu](http://www.gardner-webb.edu), under Degree Completion Program, or in the DCP catalog. Or call 1-866-498-4625.

## **ADMISSIONS**

### **ADMISSION PROCEDURES**

Gardner-Webb University operates on a rolling admissions plan. Completed applications are acted upon and notification

is made to the student within three weeks. Gardner-Webb University maintains that minimums of 2.5 GPA, 18 ACT, and/or an 870 SAT (Critical Reading and Math), and a rank in the top 50% of the high school graduating class are base lines for academic success. In addition to quantitative requirements for admission, Gardner-Webb University accepts students with strong character, leadership ability and the desire to be a positive influence in the campus community. No single criterion will be decisive, but each item will be considered carefully as admissions decisions are made. In the case of transfer students, previous college work will serve as the criteria for acceptance.

Although an interview is not required of all applicants for admission to Gardner-Webb University, campus visits are encouraged. Campus tours and information sessions are available at 9:30 a.m. and 12:30 p.m. on Mondays and Fridays, at 12:30 p.m. on Wednesdays, and at 10:00 a.m. and 1:00 p.m. on Tuesdays and Thursdays. Contact the Undergraduate Admissions Office at 1-800-253-6472 or (704) 406-4498 for further information, or visit our website to register online [www.gardner-webb.edu/visit](http://www.gardner-webb.edu/visit).

Gardner-Webb University informational packets are available directly from the Admissions Office of the University. The completed application and transcripts of all high school credits and any college work attempted should be submitted to the Gardner-Webb University Undergraduate Admissions Office, P.O. Box 817, Boiling Springs, NC 28017. Application for admission may also be made online at [www.gardner-webb.edu/apply](http://www.gardner-webb.edu/apply).

Applicants must meet the University's standards as to intellectual promise and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds.

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 University: English, 4 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; Foreign Language, 2 units; Natural Science, 2 units; plus electives.

Acceptance of students for admission to the University does not automatically guarantee their entrance into any particular program of the University. Departmental/School approval is necessary for entry into any departmental/school program and/or major that has a separate application process.

Students may enter at the beginning of any semester or summer term.

## ENTRANCE EXAMINATIONS

Applicants for admission to Gardner-Webb University are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University. The SAT school code for GWU is 5242, and 3102 for the ACT.

Applications, lists of testing centers and dates, and rules on applications, fees and other information are available in most high school guidance offices and on the Internet.

## SPECIAL CLASSIFICATION STUDENTS

Gardner-Webb University admits a limited number of special classification students. They include:

1. Persons who wish to take only private music lessons. Such applicants are admitted if instructors in the School of Performing and Visual Arts are able to schedule lessons for them.
2. Persons 21 years of age or older who are not high school graduates or degree candidates but wish to take classwork. Such persons are accepted on the basis of maturity and background sufficient to do the class work desired.
3. College graduates who are interested in further study.
4. High school students who wish to take classwork on the Gardner-Webb campus prior to and during their senior year. Credit for this work is generally transferable to other institutions.
5. High school students who wish to enter Gardner-Webb at the end of their junior year may submit an application for consideration for early admission. Students must obtain approval from their local school authority (i.e. school board, principal, etc.) to count their freshman year requirements at Gardner-Webb toward their graduation requirements from high school.

## HOMESCHOOL STUDENTS

Homeschool students should submit a transcript showing courses taken, grades, extracurricular activities and out-of-classroom experiences. The transcript must indicate the program or programs used in instruction. Home school students are required to submit their scores on the SAT of the College Entrance Examination Board or the ACT of The American College Testing Program. Scores should be sent directly to Gardner-Webb University. If courses were taken at a community college, or college/university, transcripts must be submitted.

## TRANSIENT STUDENTS

A student enrolled at another institution may take a course(s) at Gardner-Webb University and transfer that credit to the other institution. Students are encouraged to check on transferring credits to ensure that the GWU coursework is transferable to their home institution.

## INTERNATIONAL STUDENTS

In order to be considered for admission to Gardner-Webb University, international students must follow the procedure below:

1. Submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS). If submitting results of the TOEFL, a minimum score of 500 (paper), 173 (computer-based), or 61 (internet-based) is required. If submitting results of the IELTS, a minimum score of 5.5 is required. They may take the SAT or ACT in lieu of the TOEFL or IELTS. Minimum requirements must be met.
2. Submit documentation of their ability to support themselves financially while in the United States through the College Board Financial Aid Profile found at <https://student.collegeboard.org/css-financial-aid-profile>.
3. Submit all transcripts of foreign college credits to World Education Services (WES) for evaluation before being mailed to Gardner-Webb. An application for a WES evaluation may be found at [www.wes.org](http://www.wes.org). WES may also be contacted by calling 1-800-937-3895. This must be done prior to enrollment at Gardner-Webb.
4. All high school transcripts must be translated into English. If requiring translation, submit official transcripts to World Education Service. This must be done prior to enrollment at Gardner-Webb University.



# ACADEMIC SUPPORT SERVICES AND PROGRAMS

*Carmen Butler, Associate Dean of Undergraduate Advising*

## ACADEMIC ADVISING

The Academic Advising Center is an integral part of the division of Academic Development. The Advising Center provides assistance in academic planning and the selection of majors and minors. Services provided by the Advising Center include: first semester registration of all new students (freshmen and transfer), academic reporting, assignment of advisors, and academic counseling for students seeking to maintain or achieve a specific grade point average. The Academic Advising Center also provides advisement services in the absence of the primary advisor.

Upon entering Gardner-Webb University, the student is assigned an advisor and is encouraged to view the advising relationship as a partnership for success. First-year students seeking a bachelor degree are enrolled in a First-Year program course (UNIV 101 or UNIV 111). A traditional first-year student is one that is entering college within a one to three year span after graduating from a high school program. An advanced first-year student (i.e. early college high school) is one who has completed high school and college level studies concurrently. All first-year students are required to take UNIV 111/101 regardless of AP credit or advanced first-year status in their first semester of enrollment at Gardner-Webb University. Students with more than fifteen hours of transfer work (from non AP credit or dual enrollment credit) are not required to take UNIV 111/101.

Students are eligible to declare a major after completing this course. The instructor for the First-Year program course will serve as the advisor until the student officially declares a major. After an official declaration has been processed, the student will be assigned to a faculty advisor in the department of their chosen field of study.

Transfer students not taking the First-Year Program course will be assigned an advisor in the Academic Advising Center until the declaration process is complete. Transfer students are encouraged to officially declare a major before or during their first semester of study at Gardner-Webb University. Academic Advising is located in the Student Success Center, 3rd floor of the Tucker Center.

## NEW STUDENT ORIENTATION

Orientation provides students a glimpse in to the upcoming college experience. They are given information to assist them during the transition from home to their “new home away

from home.” The Big Brother/Big Sister program allows new incoming students to meet with other GWU students who can answer questions and give them “the real deal” about life at GWU. They will participate in activities that will give them an opportunity to meet other new students which gives them a familiar face to wave to on the first day without family.

## NOEL CENTER FOR DISABILITY RESOURCES

*Cheryl Potter, Associate Dean*

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center’s homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources no later than three weeks prior to the beginning of services. Once eligibility has been determined the student is assigned a disability specialist who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but not limited to note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may also receive help in developing effective study skills and organizational and test-taking strategies.

## DOVER MEMORIAL LIBRARY

*Mary Roby, Dean of Libraries*

The Dover Memorial Library is an active and integral part of the University’s academic program. The Library’s collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 230,000 volumes, 600,000 microforms, and many other materials such as videos, compact discs, and computer files. The Library has access to over 290,000 eBooks, over 230,000 periodicals, and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on and off-campus students.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library’s home page, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to



our online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for the WebbConnect username and password in order to access the Library's subscription databases.

## LEARNING ENRICHMENT AND ASSISTANCE PROGRAM

*Meredith Garrett, Director*

LEAP (Learning Enrichment and Assistance Program) is an academic support service connected to Gardner-Webb University's Undergraduate Student Success Center. LEAP's flagship service is course-specific Peer Tutoring. Through our course-specific tutoring services, we hope to contribute to the tutors' and tutees' personal development and academic success. While LEAP is not equipped to offer tutoring assistance for all Gardner-Webb courses, we strive to provide tutoring assistance for frequently requested courses found within Gardner-Webb University's curriculum. LEAP is one of the many student resources Gardner-Webb University offers undergraduate students in need of academic assistance.

LEAP peer tutoring provides undergraduate students with the opportunity to schedule an individual tutoring appointment with a peer tutor who has previously excelled, or is currently excelling, in the requested course. During the student's tutoring session, the tutee will receive individual attention in a supportive environment in which he or she has the opportunity to discuss course-specific concepts, review course-specific material, and/or prepare for a course-specific exam or presentation. Peer tutoring generates no additional fees for undergraduate students.

LEAP is open to student input and needs as we seek to provide the best tutoring services possible. Our policies and responsibilities are developed to benefit the student-learning process.

## RETENTION

*Edwina Rozelle, Director of Retention*

As a member of the Enrollment Management Division, the Office of Retention is responsible for helping students thrive. The main areas students seek to thrive in are academic, spiritual, social and financial. When students' expectations are met in these areas, they will have increased satisfaction at Gardner-Webb University. If you are facing an obstacle in any of these areas you may contact the Office of Retention by telephone, e-mail, or in person. The office is located on the second floor (Student Development Suite) of Tucker Student Center.

## SERVICE LEARNING

*Dr. Tom Legrand, Director, Center for Christian Ethics and Social Responsibility*

Academic Service Learning empowers students and faculty to connect the work of the classroom with the needs and opportunities for serving the global community. At Gardner-Webb University, the discipline is formally defined as an integration of both service and student learning outcomes, which are intentionally designed to evoke life-giving change in both service recipients and service providers, thus fostering a commitment by all at the University to impactful, ongoing community engagement. Academic Service Learning is incorporated into classes throughout the University's academic program and is under the direction of the Center for Christian Ethics and Social Responsibility. The Center's director, Dr. Tom LeGrand, is available for faculty and student guidance.

## STUDY ABROAD

*Dr. Helen Tichenor, Director of International Programs*

The Gardner-Webb University curriculum provides students with a global perspective of the world so that they may gain the international understanding necessary to be informed citizens. The University also encourages students to explore the appropriateness of study abroad. This can be an integral part of the students' university experience, providing personal growth, cultural understanding, an international perspective, improved foreign language skills, and a competitive edge in the eventual job search.

Semester and summer study abroad is currently possible at universities in England, Wales, Malta, Spain, Sweden, Germany, The Netherlands, Austria, Switzerland, Belgium, Thailand, China, Japan, Hong Kong, Mexico, Costa Rica, Greece, and Canada (French). Students can also participate in international mission experiences. Honors students may attend special honors programs that take place in a foreign country. Through the Office of International Programs, students may also arrange to study at foreign universities other than those mentioned above.

During the academic year as well as in the summer, GWU sponsors short trips to various overseas destinations. With prior arrangement, credits may be earned for study/travel abroad. Some financial assistance for international study/travel is available to students who meet the necessary eligibility requirements.

## UNDERGRADUATE RESEARCH

*Dr. June Hobbs, Director*

The Undergraduate Research program encourages scholarly research, including artistic endeavors, that come to fruition outside the boundaries of the classroom. Students in any

discipline may receive funding to work with a faculty mentor/collaborator on a well-planned project that is then presented in a public venue such as a professional conference or published in a scholarly journal. Projects over the last few years have included a biology experiment on biodiesel fuel retrieved from algae; a collaborative article published in a professional psychology journal about counseling bereaved children and adolescents; and teams trained for two simulation conferences, Model Arab League, and Model NATO. The Undergraduate Research program is a co-sponsor of the Life-of-the Scholar Multidisciplinary Conference, which gives students the opportunity to showcase their scholarship on campus in February each year. The program also supports the GWU Summer Research Scholars program, which funds students who live on campus for a summer term and work with a mentor/collaborator on an Undergraduate Research project.

## UNIVERSITY WRITING CENTER

*Dr. Jennifer Buckner, Director*

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off campus can receive writing center services via telephone or video conferencing software.

## ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)

SFC Matthew Ruopp  
Assistant Professor of Military Science  
(704) 687-8547  
(704) 687-1451 (Fax)

Gardner-Webb offers Army ROTC in cooperation with the University of North Carolina at Charlotte. All military science coursework is offered on the UNC-C campus and there are no additional tuition charges for those participating in this program. ROTC provides world class leadership training opportunities applicable in corporate, executive, and government leadership positions. There are no military obligations for non-contracted students.

Prospective Gardner-Webb students may apply for an Army ROTC Scholarship, which will cover all of the recipient's tuition and fees. In addition, Gardner-Webb University waives room and board charges for recipients of ROTC Scholarships. Other benefits also accrue to those attending Gardner-Webb on ROTC Scholarships, including monthly stipends and book allotments. Those interested should contact the Admissions

Office at Gardner-Webb (704) 406-4496, or SFC Ruopp at (704) 687-8547. Students may elect to receive a minor in military science.

### GOALS

1. To provide quality instruction and training that emphasizes and strengthens leadership, management and organizational skills.
2. To provide quality instruction and training that develops and strengthens critical thinking, 116 enhances problem solving skills and fosters teamwork.
3. To promote and develop good written and oral communication skills.
4. To instill and foster the army values that support teamwork, loyalty, respect and commitment.

### MINOR FIELD OF STUDY DETAIL

MSCI 311, 311L, 312, 312L, 330, 411, 411L, 412 (18 hours)

## AIR FORCE RESERVE OFFICERS TRAINING CORPS (AFROTC)

Gardner-Webb University students may participate in Air Force ROTC at the University of North Carolina at Charlotte and may be eligible for AFROTC scholarships to apply to their Gardner-Webb tuition. Air Force ROTC courses are held only on the UNC-Charlotte campus. Interested students should contact the Commanding Officer, AFROTC Detachment 592, Department of Aerospace Studies, 9201 University City Blvd., Charlotte, NC 28223, phone number (704) 687-8547.

## FIRST-YEAR PROGRAMS

*Jessica Herndon, Director*

### MISSION STATEMENT

Keeping with the mission of Gardner-Webb University, the First-Year Experience course is designed to help students make a successful transition to university life by fostering a sense of community; nurturing development of faith; inspiring a love of learning and service-based leadership; encouraging interdisciplinary thinking; and promoting success in academic skills.

### GOALS

1. Develop in students an appreciation for and knowledge of the purpose of a liberal arts university education;
2. Enhance students' understanding and appreciation of the diversity of the university community;

3. Help students understand the mission statement/ purpose of Gardner-Webb University;
4. Orient students to and promote involvement in co-curricular activities, student organization and the university community in general;
5. Assist students in developing relationships within the university environment;
6. Acquaint students with appropriate study strategies for success in college;
7. Develop habits of intentionality and a sense of personal efficacy;
8. Foster a commitment to life-long self-examination and reflection;
9. Promote character development and personal integrity; and
10. Develop the value of being a responsible local, national, and global citizen.

All first-year students are required to take UNIV 111/101 regardless of AP credit or advanced first-year status in their first semester of enrollment at Gardner-Webb University.

A traditional first-year student is one that is entering college within a 1 to 3 year span after graduating from a high school program.

An advanced first-year student (i.e. early college high school) is one who has completed high school and college level studies concurrently.

Students with more than 15 hours of transfer work (non AP credit or dual enrollment credit) are not required to take UNIV 111/101.

For academic advising purposes, a transfer student is a student with 15 hours or more that is not considered dual enrollment or AP credit

## UNIVERSITY HONORS PROGRAM

*Thomas H. Jones, Associate Dean*

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through academic and co-curricular accomplishments, preparation for graduate school, and university activities. In addition to special honors and interdisciplinary classes, a variety of lectures, trips and other events are planned for

students. Application procedures are available through the Admissions Office.

### MISSION STATEMENT

The mission of the Gardner-Webb University Honors Program is to nurture academically qualified students in all majors by providing a program of enriched learning experiences in courses taught by an Honors faculty and to instill community pride in its members by encouraging students to become active in service-based projects.

### GOALS

To provide:

1. and encourage opportunities for student centered learning in Honors core classes;
2. opportunities for cultural enrichment;
3. opportunities and encourage student community involvement;
4. enhancing extra-curricular learning opportunities;
5. an opportunity for and encourage student research; and
6. an opportunity and encourage student involvement and participation in the activities of the North Carolina, Southern Regional and National Honors Organizations.

### HONORS PROGRAM CURRICULUM

A student may be identified as an “Honors Program Graduate” after meeting graduation requirements in an academic department of the University and meeting the requirements of the University Honors Program. The University Honors Program requires the completion of a minimum of twenty seven hours of course work designated as “Honors.” A minimum of fifteen hours of course work should be completed in the first two years of study. Honors courses in the first two years may be selected from Honors sections of general studies offerings, special courses which are offered on an occasional or “on-demand” basis for Honors students, or through “Honors Contracts” with faculty teaching regular sections of the college’s overall curriculum.

All Honors students are expected to complete HONR 395, 400, and 401 in their junior or senior years. University Honors Program students are expected to maintain a minimum 3.0 grade point average.

To receive “Honors Program” recognition during commencement exercises, a student must meet the following requirements

1. Maintain at least a 3.0 GPA;

2. Successfully complete a minimum of 27 hours in Honors courses including HONR 395, 400 401;
3. Initiate, prepare, present and defend a senior HONORS thesis of at least 40 pages in length;
4. Complete a minimum of 80 hours of community service which contributes to the welfare of the community; and
5. Receive the recommendation of the Honors Committee.

## COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences at Gardner-Webb University is composed of those departments and academic units which are home to the liberal arts (arts, humanities, natural and social sciences). As the intellectual heart of the university, the College promotes interdisciplinary learning, global understanding, communication skills and the promotion of critical thinking and discovery, all in the context of Christian faith. The College also seeks to create a challenging intellectual environment that enhances individual growth, supports service and leadership, and encourages creative endeavors that augment human knowledge and understanding.

The College is made up of the following academic units:

- Department of Communication & New Media
- Department of English Language and Literature
- Department of Mathematical Sciences
- Department of Natural Sciences
- Department of Health, Sport, and Physical Education
- Department of Religious Studies and Philosophy
- Department of Social Sciences
- Department of World Languages, Literatures, and Cultures
- The School of Performing and Visual Arts
  - Department of Music
  - Department of Theatre Arts
  - Department of Visual Arts

## DEPARTMENT OF COMMUNICATION & NEW MEDIA

### FACULTY

*Chair: Associate Professor B. Carey*  
*Professors: J. Lawrence, J. Webb*  
*Associate Professor: L. Luedeman*  
*Assistant Professor: A. Bridges*

## MISSION STATEMENT

In support of the university mission, the Department of Communication & New Media provides its graduates with a strong academic background in critical thinking and basic communication skills, along with extensive experienced-based preparation for work in media-related professions.

## MAJOR FIELDS OF STUDY

The department offers two majors leading to the Bachelor of Arts degree:

- Communication Studies
- Journalism

## MINOR FIELDS OF STUDY

- Communication Studies
- Journalism

The Department of Communication & New Media requires all majors and minors to complete an Internship associated with their concentrations consisting of **a minimum 180 hours of off-campus, professionally supervised work**. Typically, internships are completed in businesses, government agencies or offices, radio and television stations, networks, cable companies, newspapers, photography studios, Internet service providers or other professional organizations as appropriate to the student's academic and career goals approved in advance by the chair. **Students are expected to apply for and acquire their own internship placement.** Students may and are encouraged to take two internships towards their degree requirements.

The Department **requires all majors and minors to purchase an Apple iPad**. The iPad will be utilized in courses and students should have them before beginning their first course. The minimum requirement for the iPad is listed on the department web page. Additionally, the Department of Communication & New Media uses the Apple Mac platform in the computer lab and for teaching production-based courses. All department coursework will be taught using software designed for the Mac. In the communication industry, it is the standard computer platform, especially in graphics, photography and video.

Students, who major in Communication & New Media, are encouraged to consider purchasing a Mac for their personal computer use. For computer recommendations, please see a Communication & New Media faculty member.

All students must purchase a 500GB or larger hard drive for production coursework. This allows students to protect their work from accidental loss in the computer lab and will allow them to accumulate work that can be used in their portfolio.



## **COMMUNICATION STUDIES MAJOR (39 HOURS)**

The General Studies requirements must be satisfied. ENGL 101 and 102 are prerequisite to all major courses unless an exception is granted by the chair. Students must complete a 15-hour department core and a 24-hour concentration. The core is comprised of the following courses:

- COMM 220 Digital Media Convergence  
(prerequisite for all lab courses),
- COMM 310 Digital Media Writing
- COMM 320 Media Operations & Management
- COMM 380 Communication Theory
- COMM 480 Legal & Ethical Issues in Mass Media

### **GOALS**

The Communication Studies Major will enable its graduates to:

1. demonstrate an understanding, sensitivity and competence in matters of human exchange;
2. demonstrate competence, knowledge and skills in the application of the principles of effective communication;
3. demonstrate practical entry-level skills appropriate to the communication industry; and
4. apply the knowledge and skills learned toward making meaningful contributions to the global community in which we live.

### **STUDENT LEARNING OUTCOMES**

Students majoring in Communication Studies will:

1. Demonstrate an understanding and appreciation of audio, written and visual communication;
2. Demonstrate an understanding of the theoretical foundations of Communication;
3. Demonstrate an understanding of the legal and ethical foundations of Communication;
4. Demonstrate adequate entry-level professional skills in the chosen area of concentration;

### **CONCENTRATIONS**

The Communication Studies Major concentration must be selected from one of the following areas

- Graphic Design
- Photography
- Public Relations
- Video & Film

### **COURSE REQUIREMENTS**

(HONR 400 and/or HONR 401 may be used to fulfill three hours of the concentration requirement):

### **GRAPHIC DESIGN (24 HOUR CONCENTRATION)**

- COMM 255 Photography
- COMM 370 Introduction to Computer Graphics
- COMM 451 Imaging Technologies
- COMM 470 Advanced Computer Graphics
- COMM 472 Web Publishing
- COMM 479 Graphic Design Portfolio
- COMM 491 Internship
- JOUR 375 Graphic Design and Publication

### **PHOTOGRAPHY (24 HOUR CONCENTRATION)**

- COMM 255 Photography
- COMM 256 Intermediate Photography
- COMM 351 Commercial Photography
- COMM 370 Introduction to Computer Graphics
- COMM 459 Portfolio
- COMM 491 Internship
- Two electives (6 hours) from the following:  
COMM 451 Imaging Technologies  
COMM 472 Web Publishing  
JOUR 355 Photojournalism  
JOUR 375 Graphic Design and Publication

### **PUBLIC RELATIONS (24 HOUR CONCENTRATION)**

- COMM 313 Principles of Public Relations
- COMM 314 Public Relations Copywriting
- COMM 315 Public Relations Techniques
- COMM 370 Introduction to Computer Graphics
- COMM 449 Public Relations Portfolio
- COMM 491 Internship
- MRKT 300 Marketing
- JOUR 375 Graphic Design and Publication
- One elective (3 hours) from the following:  
COMM 233 Speech  
COMM 235 Debate  
BADM 325 Business Communication  
MRKT 304 Advanced Marketing
- NOTE: BADM 325 and COMM 233 may not be applied to the concentration if used to meet the General Studies requirements.

### **VIDEO AND FILM (24 HOUR CONCENTRATION)**

- COMM 238 Announcing
- COMM 342 Audio Production
- COMM 360 Intro to Digital Video & Non-Linear Editing
- COMM 370 Introduction to Computer Graphics
- COMM 460 Intermediate Digital Video & Non-Linear Editing
- COMM 469 Video & Film Portfolio
- COMM 491 Internship
- Any COMM elective (3 hours)

## JOURNALISM MAJOR (39 HOURS)

The General Studies requirements must be satisfied. ENGL 101 and 102 are prerequisite to all major courses unless an exception is granted by the chair. Students must complete a 15-hour department core and a 24-hour concentration. The core is comprised of the following courses:

- COMM 220 Digital Media Convergence  
(prerequisite for all lab courses),
- COMM 310 Digital Media Writing
- COMM 320 Media Operations & Management
- COMM 380 Communication Theory
- COMM 480 Legal & Ethical Issues in Mass Media

Students majoring in Journalism **are required to complete any minor offered by the University.** They may complete a minor in English by taking an additional 15 hours in the department of English, including English Literature 211, 212, 231, 232, 251. In lieu of an out-of-department minor, Journalism students may elect to minor in a discipline offered within the department: Graphic Design, Photography, Public Relations, or Video & Film. When the minor is to be taken within the department, courses comprising the minor should be selected in consultation with the student's major advisor.

## GOALS

The Journalism Major will enable its graduates to:

1. demonstrate an understanding, sensitivity and competence in matters of human exchange;
2. demonstrate competence, knowledge and skills in the application of the principles of effective communication;
3. demonstrate practical entry-level skills appropriate to the communication industry; and
4. apply the knowledge and skills learned toward making meaningful contributions to the global community in which we live.

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. an understanding of the social responsibilities of a free press;
2. a full range of writing and editing processes and apply those skills in both print and non-print media; and
3. practical skills in information gathering and reporting by covering special events and designated news beats.

## CONCENTRATIONS

The Journalism Major concentration must be selected from one of the following areas

- Broadcast Journalism
- News Editorial
- Photojournalism

## COURSE REQUIREMENTS

(HONR 400 and/or HONR 401 may be used to fulfill three hours of the concentration requirement):

### **BROADCAST JOURNALISM (24 HOUR CONCENTRATION)**

- COMM 238 Announcing
- COMM 360 Intro to Digital Video & Non-Linear Editing
- COMM 370 Introduction to Computer Graphics
- COMM 460 Intermediate Digital Video &  
Non-Linear Editing
- JOUR 317 Reporting
- JOUR 491 Internship

Two electives (six hours) from the following:

- COMM 342 Audio Production
- COMM 469 Video & Film Portfolio
- JOUR 400 Special Topics in Journalism

### **NEWS EDITORIAL (24 HOUR CONCENTRATION)**

- JOUR 201 Student Newspaper Staff
- NOTE: JOUR 201 is a one-hour course. The student may enroll in this course as often as is desired. However, no more than three semester hours may be applied toward the concentration.
- JOUR 317 Reporting
- JOUR 318 Editing
- JOUR 491 Internship
- COMM 370 Introduction to Computer Graphics
- ENGL 409 Feature Writing

Two electives (6 hours) from the following:

- COMM 255 Photography
- JOUR 303 Newspaper Editorial Staff I
- JOUR 375 Graphic Design and Publication
- JOUR 403 Newspaper Editorial Staff II

### **PHOTOJOURNALISM (24 HOUR CONCENTRATION)**

- COMM 255 Photography
- COMM 256 Intermediate Photography
- COMM 360 Intro to Digital Video & Non-Linear Editing
- COMM 370 Introduction to Computer Graphics
- JOUR 355 Photojournalism
- JOUR 450 Documentary Photography
- JOUR 459 Portfolio
- JOUR 491 Internship

## COMMUNICATION STUDIES MINOR (18 HOURS)

COMM 220 Digital Media Convergence  
COMM 310 Digital Media Writing  
COMM 480 Legal & Ethical Issues in Mass Media  
and 9 hours of COMM electives

## JOURNALISM MINOR (18 HOURS)

COMM 220 Digital Media Convergence  
COMM 310 Digital Media Writing  
COMM 480 Legal & Ethical Issues in Mass Media  
and 9 hours of JOUR electives

# DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

## FACULTY

*Chair: Professor D. Parker*

*Professors: F. Bonner, J. Land, J. Hobbs, C. Davis*

*Associate Professors: S. Stuart, C. Duffus,  
S. Hartman, N. Bottoms*

*Assistant Professors: J. Buckner, K. Randle*

*Instructors: A. Nance, J. Adams*

## MISSION STATEMENT

The mission of the Department of English Language and Literature is to foster meaningful intellectual thought, critical analysis, and spiritual challenge through the study of composition and rhetoric, literature, creative writing, and linguistics.

## MAJOR FIELDS OF STUDY

English  
English with Teacher Licensure

## MINOR FIELDS OF STUDY

English  
Writing

## LITERATURE COURSE GROUPINGS

### A1 – EARLY AMERICAN LITERATURE

231 American Literature Survey I  
333 Foundations of American Culture

### A2 – LATE 19TH CENTURY THROUGH MODERN AMERICAN LITERATURE

232 American Literature Survey II  
331 Modern British and American Literature

### A1 OR A2 (DEPENDING ON CLASS FOCUS IN A PARTICULAR SEMESTER)

335 Faces of Southern Literature  
339 Topics in American Literature  
373 Studies in Folklore  
377 Studies in the American Novel  
431 Seminar in American Literature  
434 African American Literature

### B1 – BRITISH LITERATURE THROUGH THE RESTORATION AND 18TH CENTURY

211 British Literature Survey I  
311 Medieval British Literature  
312 British Literature from 1550 to 1660  
314 Restoration and Eighteenth Century British  
Literature  
413 Shakespeare

### B2 – BRITISH LITERATURE FROM THE LATE 18TH CENTURY THROUGH THE MODERN PERIOD

212 British Literature Survey II  
315 British Romanticism  
316 Victorian Literature  
331 Modern British and American Literature

### B1 OR B2 (DEPENDING ON CLASS FOCUS IN A PARTICULAR SEMESTER)

375 Studies in the British Novel  
411 Seminar in British Literature

## WORLD LITERATURE

251 World Literature Survey I  
252 World Literature Survey II  
354 Mythology  
356 Postcolonial Literature  
359 Topics in World Literature

## ENGLISH MAJOR (36 HOURS)

The English major is designed to enable students to become formidable thinkers, textual analysts, and writers. Our graduates include successful college instructors, novelists, professional writers, attorneys, bankers, and editors.

## LEARNING GOALS

To enable students to:

1. develop intellectually;
2. think, read, and write independently and critically; and
3. communicate effectively.

## STUDENT LEARNING OUTCOMES

1. Communicate and compose effectively;
2. Analyze the purposes of language in various contexts and forms: reading, writing, speaking, listening, and viewing;

3. Demonstrate fluency with digital technologies; and
4. Be well prepared for further study and a variety of professional careers.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete ENGL 101 and 102; HIST 101 and 102; and a foreign language through the Intermediate I level (201).

## EMPHASES

Students will pursue either a pre-professional emphasis (students will focus on a study of literature to be prepared for graduate or professional school), or a writing emphasis (students will become accomplished writers with a working knowledge of the profession).

### COURSE REQUIREMENTS

The student must complete at least thirty-six hours of English credit. No more than nine hours of ENGL 200-level literature survey courses may be counted toward the major. All majors must participate in an exit interview during their last semester of English classes. The optional minor may be selected from any offered by the University.

### PRE-PROFESSIONAL

Classes required for completing this emphasis are as follows:

- ENGL 201 Introduction to English Studies
- ENGL 391 Workshop in English I
- ENGL 471 Critical Approaches to Literature
- ENGL 491 Workshop in English II

A minimum of one course from each of the five literature groups

- ENGL electives to fill out the full 36 hours (at least one American, one British, and one world literature course must be included in the 300/400-level course selections)

### WRITING

Students choosing this option within the major will select one of three tracks of concentration. In each, the workshop paper should focus on some aspect of the craft of writing.

### GENERAL WRITING

Classes required for completing this track are as follows:

- ENGL 201 Introduction to English Studies
- ENGL 301 Advanced Composition
- ENGL 391 Workshop in English I
- ENGL 491 Workshop in English II
- ENGL 493 Internship in Writing
- ENGL 494 Portfolio

ENGL 204 Literary Magazine Staff; JOUR 201 Student Newspaper Staff; or JOUR 303 Newspaper Editorial Staff  
9 hours from: ENGL 203 Newswriting; ENGL 303 Professional Writing; ENGL 305 Creative Writing; ENGL 306 Poetry Writing; ENGL 309 Fiction Writing; ENGL 409 Feature Writing; or COMM 310 Techniques of Media Writing

15 hours of any remaining ENGL

### PROFESSIONAL WRITING

Classes required for completing this track are as follows:

- ENGL 201 Introduction to English Studies
- ENGL 203 Newswriting
- ENGL 301 Advanced Composition
- ENGL 303 Professional Writing
- ENGL 391 Workshop in English I
- ENGL 409 Feature Writing
- ENGL 491 Workshop in English II
- ENGL 493 Internship in Writing
- ENGL 494 Portfolio

One of the following: ENGL 204 Literary Magazine Staff; JOUR 201 Student Newspaper Staff; or JOUR 303 Newspaper Editorial Staff  
15 hours of any remaining ENGL

### CREATIVE WRITING

Classes required for completing this track are as follows:

- ENGL 201 Introduction to English Studies
- ENGL 204 Literary Magazine Staff
- ENGL 301 Advanced Composition
- ENGL 305 Creative Writing
- ENGL 306 Poetry Writing
- ENGL 309 Fiction Writing
- ENGL 391 Workshop in English I
- ENGL 471 Critical Approaches to Literature
- ENGL 491 Workshop in English II
- ENGL 494 Portfolio

15 hours of any remaining ENGL

## ENGLISH EDUCATION MAJOR (37 HOURS)

The English Education Major prepares graduates to meet all requirements for certification to teach high school English in North Carolina.

## LEARNING GOALS

To enable students to:

1. Think, read, and write independently and critically;
2. Communicate effectively;
3. Construct philosophical frameworks and pedagogical practices that acknowledge the complexities of literacy in the twenty-first century;



4. Demonstrate the knowledge and use of the function, the influence, and the diversity of language; and
5. Demonstrate a commitment to reflective practices and lifelong professional learning.

ENGL 481 Classroom Management and Methods in Teaching English or EDUC 432 Methods of Teaching Secondary  
PSYC 303 Educational Psychology

## STUDENT LEARNING OUTCOMES

1. Communicate and compose effectively in a variety of situations;
2. Analyze the purposes of language in various contexts and forms: reading, writing, speaking, listening, and viewing;
3. Demonstrate fluency with digital technologies;
4. Manage a classroom with a linguistically and culturally diverse population; and
5. Be a self-educating and proactive teacher and learner.

No grade lower than a 2.0 may be counted toward meeting a state-mandated competency.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into and remain qualified for the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach. For a candidate planning to student teach during the fall semester, admission into teacher education must occur by the end of the previous fall semester; for a candidate planning to student teach during the spring semester, admission to the program must occur by the end of the previous spring semester. Summer sessions do not count as a semester.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete ENGL 101 and 102; HIST 101 and 102; and a foreign language through the Intermediate I level (201).

## ENGLISH MINOR (15 HOURS)

Any 15 hours of ENGL electives beyond the core requirements. No more than three hours of ENGL 200-level literature survey courses may be used.

## COURSE REQUIREMENTS

The General Studies requirements must be satisfied. The workshop paper should focus on an area useful to one enter the teaching profession.

Classes required for completing the major are as follows:

- ENGL 201 Introduction to English Studies
- ENGL 359 Topics in World Literature
- ENGL 363 Structure of the English Language
- ENGL 364 Language and Literacy Through the 21st Century
- ENGL 391 Workshop in English I
- ENGL 413 Shakespeare
- ENGL 471 Critical Approaches to Literature
- ENGL 475 Young Adult Literature
- ENGL 483 The Teaching of Writing
- ENGL 491 Workshop in English II
- One course from each of the literature groupings: A1, A2, B2, and W1. (One 3-hour General Studies literature survey may satisfy group requirement but not count toward hours in the major.)

## WRITING MINOR (15 HOURS)

ENGL 301, Advanced Composition  
12 hours selected from the following: ENGL 201, Introduction to English Studies, ENGL 203, Newswriting; ENGL 303, Professional Writing; ENGL 305, Creative Writing; ENGL 306, Poetry Writing; ENGL 309, Fiction Writing; ENGL 409, Feature Writing

The candidate must also complete the Professional Education minor consisting of

- EDUC 250 Teaching in the 21st Century School
- EDUC 350 Diverse Populations in the 21st Century School
- EDUC 440 Classroom Management
- EDUC 450 Student Teaching

## DEPARTMENT OF HEALTH, SPORT, AND PHYSICAL EDUCATION

### FACULTY

*Chair: Professor K. Baker*  
*Professors: F. Burch, D. Hunt, J. Tubbs, D. Ware*  
*Associate Professors: S. Snyder,*  
*Instructors: S. McNeely, E. Newton*

### MISSION STATEMENT

Within the context of a Christian liberal arts education, the mission of the Department of Health, Sport, and Physical Education is to promote the understanding, the appreciation,

and the advocacy of healthy, physically-active lifestyles; and to academically prepare student for relevant position of instruction, leadership and service.

## GOALS

The goals of the Department of Health, Sport, and Physical Education are

1. To promote an appreciation and adoption of healthy, physically-active lifestyles among university students;
2. To explore and establish effective means of character development through sport and physical activity;
3. To prepare students within the department for relevant careers, professions and/or graduate studies;
4. To instill within students the abilities to reason thoroughly, to communicate efficiently, and to lead effectively; and
5. As a faculty, to demonstrate high standards of professionalism and service, for God, the university, and the discipline.

## STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the department are described in the appropriate sections that follow.

Students (teacher candidates) who complete the Physical/Health Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teacher candidates demonstrate leadership.
2. Teacher candidates establish a respectful environment for a diverse population of students.
3. Teacher candidates know the content they teach.
4. Teacher candidates facilitate learning for their students.
5. Teacher candidates reflect on their practice.

## MAJOR FIELDS OF STUDY

Physical Education/Health Education with  
Teacher Licensure  
Sport Pedagogy

## MINOR FIELD OF STUDY

Recreation

## PHYSICAL EDUCATION/HEALTH EDUCATION WITH TEACHER LICENSURE (42 HOURS)

In order to be admitted into Teacher Education, students seeking dual licensure in Physical Education and Health Education are required to obtain minimum scores on Praxis I.

If applicable at the time of program completion, minimum scores are required on Praxis II Subject Assessment in order to be recommended for North Carolina teaching licensure. The candidate is referred to the Teacher Education Handbook for additional requirements. Students will not be permitted to register for courses in excess of 50% of the major until they are formally admitted to the Teacher Education Program.

Enrollment in any of the department's professional classes is limited to students having declared the intent to major or minor in one of the department's courses of study. Exceptions to this policy can be granted only by the department chair or the course professor.

Accomplishment will be demonstrated in the following way:

Teacher candidates will be assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories (Emergent, Developing, Proficient, and Accomplished). All candidates will provide evidence of achievement at the proficient level or higher.

## COURSE REQUIREMENTS

The General Studies requirements must be satisfied; BIOL 101 is recommended as one of the Dimension of Scientific Inquiry courses. Classes required for completing the major with K-12 certification are as follows:

- PHED 211 Introduction to Health, Sport, and Physical Education
  - PHED 235 Motor Learning
  - PHED 301 Elementary School Physical Education,
  - PHED 331 Creative Movement
  - PHED 341 Theory and Techniques of Team Sports
  - PHED 342 Theory and Techniques of Individual and Dual Sports
  - PHED 402 Physical Education for Diverse Populations
  - PHED 407 Scientific Principles for Physical Education and Sport Pedagogy
  - PHED 408 Organization and Administration of Physical Education and Athletics
  - PHED 409 Tests and Measurements (27 hours)
  - HLED 226 Health Education for the School Health Educator
  - HLED 320 Comprehensive Health Education
  - HLED 321 Teaching Methods for Health Education
  - EXSI 335 Kinesiology
- Additional requirements: BIOL 203 Human Anatomy and Physiology I and BIOL 204 Human Anatomy and Physiology II (8 hours)

NOTE: BIOL 203 Human Anatomy and Physiology I has prerequisite of BIOL 101 Human Biology or BIOL 111 General Biology, either with grade of "C" (2.00); or SAT Critical Reading

of 500 AND SAT Math of 500; or ACT Composite score of 22, ACT English Subscore of 21, ACT Math Score of 18, and ACT Reading Score of 20; or TEAS Composite Score of 67. Also, BIOL 204: Human Anatomy and Physiology II has prerequisite of BIOL 203: Human Anatomy and Physiology I with grade of "C" (2.00) or permission of instructor.

The candidate must also complete the Professional Education minor consisting of Education 250 Teaching in the 21st Century and Education 450 Student Teaching; Psychology 303 Educational Psychology; and PHED 432 Seminar for Physical Educators and Health Educators (must be taken in the semester prior to student teaching).

The student must present a current CPR/First Aid certification card as a course requirement for PHED 432 Seminar for Physical Educators and Health Educators.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year.

## **SPORT PEDAGOGY (39 HOURS)**

### **STUDENT LEARNING OUTCOMES**

1. Students will know the physiological and psychological processes required for efficient sport performances;
2. Students will master the correct fundamental skills requisite for a variety of sport performances;
3. Students will be able to assess and evaluate the performance of others, both cognitive and physical;
4. Students will be able to effectively facilitate learning in sport settings;
5. Students will be able to establish a positive environment for a diverse population of students; and
6. Students will be able to maintain a safe environment, and will possess the skills to provide appropriate first aid.

### **COURSE REQUIREMENTS**

- PHED 211 Introduction to Health, Sport, and Physical Education (3 hours)
- PHED 235 Motor Learning (3 hours)
- PHED 336 Theory And Techniques of Coaching (3 hours)
- PHED 341 Theory And Techniques of Team Sports (3 hours)

- PHED 342 Theory And Techniques of Individual and Dual Sports (3 hours)
- PHED 401 Psychology of Sport and Physical Activity (3 hours)
- PHED 402 Physical Education for Diverse Populations (3 hours)
- PHED 407 Scientific Principles for Physical Education and Sport Pedagogy (3 hours)
- PHED 408 Organization And Administration of Physical Education and Athletics (3 hours)
- PHED 409 Tests and Measurements (3 hours)
- EXSI 335 Kinesiology (3 hours)
- HLED 323 First Aid/CPR with Instructor Certification (3 hours)
- SPED 450 Practical Experience in Sport Instruction (3 hours)

NOTE: Each student is required to complete BIOL 101 Human Biology in the general studies curriculum; PHED 407 Scientific Principles for Physical Education and Sport Pedagogy has a prerequisite of BIOL 101 Human Biology; SPED 450 Practical Experience in Sport Instruction cannot be taken until the final semester of program coursework.

## **ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS**

All students transferring under the Comprehensive Articulation Agreement must complete HLED 221 Dimensions of Personal Health as part of the General Studies curriculum.

## **RECREATION MINOR (18 HOURS)**

The student must have an overall "C" average on all work counted toward the minor. The following courses are required:

- PHED 400 Community Recreation Programs (3 hours, Fall)
- PHED 408 Organization and Administration of PE and Athletics (3 hours, Fall)
- PHED 310 Outdoor Education (3 hours, Spring)
- PHED 336 Theory and Techniques of Coaching (3 hours, Fall)

### **CHOOSE 6 CREDIT HOURS FROM THE FOLLOWING**

- PHED 331 Creative Movement (3 hours, Fall)
- PHED 341 Theory and Techniques of Team Sports (3 hours, Fall)
- PHED 342 Theory and Techniques of Individual and Dual Sports (3 hours, Spring)
- PHED 402 Physical Education for Diverse Populations (3 hours, Spring)
- PHED 303 Intramurals (2 hours, as needed)
- PHED 309 Officiating (2 hours, as needed)

## LEADERS PROGRAM OF PROFESSIONAL EXCELLENCE

All majors within the Department of Health, Sport, and Physical Education at Gardner-Webb University may elect to obtain a leadership certification for the LEADERS Program of Professional Excellence. LEADERS is an acronym used to categorize an array of academic and professional knowledge, skills and abilities (KSA's) in the categories of: Leadership, Ethics, Academics and Professional Roles, Diversity, Etiquette and Professional Disposition, Religion and Philosophy, and Service Learning and Community Outreach.

Students who choose to attain the LEADERS certification will, over the course of their tenure as Health, Sport, and Physical Education majors, collect evidences that demonstrate competence in each area and compile them in the form of an electronic portfolio. Evidences are assigned point values. Students must accumulate a minimum of fourteen (14) total points for certification. A minimum of two (2) points must be acquired for each category.

Candidate's attainment of competencies will be assessed and approved by full time faculty members of the Department of Health, Sport, and Physical Education. Each submission must include appropriate documentation along with a written reflection.

Students who successfully complete the LEADERS program will be awarded a certificate of completion. They will also be recognized on awards day and receive a designation on their official transcript.

\*See the **Department of Health, Sport, and Physical Education** website and/or handbook for detailed guidelines for submission.

## DEPARTMENT OF MATHEMATICAL SCIENCES

### FACULTY

*Chair: Assistant Professor T. Hoyle*

*Professor: R. Bass, O. Poliakova, M. Mystkowski*

*Assistant Professors: J. Johnson, J. Willis*

*Instructors: T. Moore*

### MISSION STATEMENT

The mission of the Department of Mathematical Sciences is to contribute to superior undergraduate education and to prepare its graduates to make significant contributions for God and humanity by emphasizing the quantitative and analytical reasoning skills of a liberal arts based education in a Christian community of faith and learning.

## MAJOR FIELDS OF STUDY

The department offers three majors leading to the Bachelor of Science degree:

- Mathematics
- Mathematics with Teacher Licensure
- Computer Science

## MINOR FIELDS OF STUDY

- Mathematics
- Computer Science

## MATHEMATICS (33 HOURS)

### MISSION STATEMENT

The mission of the Mathematics major is to provide a high quality foundation in the core concepts of the traditional and the modern elements of higher mathematics; to produce graduates with high-level problem solving and decision-making skills; to prepare them for further learning in the discipline; to prepare the graduates to make significant contributions for God and humanity by teaching them how to use clear, systematic quantitative and analytical reasoning skills.

### LEARNING GOALS

Students graduating with a mathematics degree will:

1. be able to think using both the discovery/inductive and axiomatic/deductive forms of mathematical reasoning;
2. be able to integrate diverse computational skills for complex problem solving; and
3. be well-prepared for further study in the mathematical sciences or for employment in those areas.

### STUDENT LEARNING OUTCOMES

Students graduating in Mathematics will have:

1. demonstrated computational proficiency throughout the elements of modern mathematics; (LG 2, 3)
2. integrated threads from various branches of mathematics; (LG 1)
3. proven the foundational theoretical results of algebra, analysis, geometry and number theory; and (LG 1, 3)
4. communicated complex mathematics in both written and oral forms. (LG 2)

The General Studies requirements must be satisfied; the Quantitative Dimension must be satisfied with MATH 151; A minimum grade of C is required for MATH 151. The Dimension of Scientific Inquiry must be satisfied with PHYS 203.



All students transferring under the Comprehensive Articulation Agreement must complete PHYS 203 as part of the general education core curriculum.

## COURSE REQUIREMENTS

MATH 152 Calculus I  
MATH 230 Foundations of Higher Mathematics  
MATH 251 Calculus III  
MATH 325 Statistics and Data Analysis  
MATH 331 Linear Algebra  
MATH 351 Differential Equations  
MATH 352 Advanced Calculus  
MATH 404 Modern Abstract Algebra  
MATH 445 Research in Mathematics  
(total of 27 hours)

### ONE COURSE FROM:

MATH 405 Modern Abstract Algebra II  
MATH 412 Elementary Real Analysis  
MATH 421 Probability Theory  
MATH 422 Statistical Inference  
MATH 441 Functions of a Complex Variable  
(3 hours)

Any other MATH course numbered above MATH 300  
(3 hours)

Additional Requirement: CISS 201 Programming  
Language I

A university approved minor or additional study in an approved concentration within the mathematical sciences is required.

## CONCENTRATION AREAS

1. Pure Math  
MATH 303 Modern College Geometry  
MATH 332 Linear Algebra II  
MATH 405 Modern Abstract Algebra II  
MATH 412 Elementary Real Analysis  
MATH 421 Probability Theory  
MATH 441 Functions of a Complex Variable  
(total of 18 hours)
2. Actuarial Math  
MATH 421 Probability Theory  
MATH 422 Statistical Inference  
FINC 320 Risk Management and Insurance  
ECON 303 Intermediate Microeconomics I  
ECON 402 Managerial Economics  
(total of 15 hours)
3. Computational Science  
PHYS 204 General Physics for Scientists and  
Engineers II  
CISS 202 Programming Language II

MATH 332 Linear Algebra II  
MATH 370 Numerical Methods  
MATH 412 Elementary Real Analysis  
(total of 16 hours)

For each concentration area, 6 hours can be applied to elective categories in the major.

A minimum grade of C is required for each course in a concentration area.

## MATHEMATICS WITH TEACHER LICENSURE (37 HOURS)

### MISSION STATEMENT

The mission of the Mathematics with secondary teacher licensure major is to provide a high quality foundation in the core concepts of the traditional and the modern elements of higher mathematics; to produce graduates with high-level problem solving and decision-making skills; to prepare the graduates to make significant contributions for God and humanity by teaching them how to use clear, systematic quantitative and analytical reasoning skills; to prepare them for teaching secondary level mathematics.

### LEARNING GOALS

Students graduating with a mathematics with secondary teacher licensure degree will:

1. be able to think using both the discovery/inductive and axiomatic/deductive forms of mathematical reasoning,
2. be able to integrate diverse computational skills for complex problem solving,
3. be well-prepared for teaching secondary level mathematics.

### STUDENT LEARNING OUTCOMES

Students graduating in Mathematics with secondary teacher licensure will have:

1. demonstrated computational proficiency throughout the elements of modern mathematics,
2. integrated threads from various branches of mathematics,
3. proven the foundational theoretical results of algebra, analysis, geometry and number theory,
4. communicated complex mathematics in both written and oral forms; and
5. prepared and implemented instructional plans for secondary level students reflecting current standards and practices of mathematics education.

The General Studies requirements must be satisfied; the Dimension of Scientific Inquiry must be satisfied with PHYS 203. Classes required for completing the major, with preparation for secondary (9 – 12) teacher licensure, are as follows:

## COURSE REQUIREMENTS

MATH 151 Calculus I  
MATH 152 Calculus II  
MATH 230 Foundations of Higher Mathematics  
MATH 251 Calculus III  
MATH 331 Linear Algebra  
MATH 303 Modern College Geometry  
MATH 310 Number Theory  
MATH 311 Discrete Math  
MATH 325 Statistics and Data Analysis  
MATH 404 Modern Abstract Algebra  
MATH 421 Probability Theory  
MATH 445 Research in Mathematics  
(total of 37 hours)

## PROFESSIONAL EDUCATION MINOR (REQUIRED)

EDUC 250 Teaching in the 21st Century  
EDUC 350 Diverse Populations in 21st Century Schools  
EDUC 440 Classroom Management  
EDUC 450 Student Teaching  
PSYC 303 Educational Psychology  
MAED 432 Methods of Teaching Math (9 – 12)  
(total of 29 hours)

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach.

## COMPUTER SCIENCE (36 HOURS)

### MISSION STATEMENT

The mission of the computer science program is to provide a high quality liberal arts education in the art and science of computing; To ensure that the students have a solid foundation in the core concepts, equip them with problem solving and decision-making skills, and prepare them for lifelong learning in the discipline; To prepare the graduates to make significant contribution for God and humanity by teaching them how to create and implement the latest computing technologies for the betterment of society.

### LEARNING GOALS

Students graduating with a computer science degree will:

1. have critical thinking skills to solve problems by developing and implementing algorithms;
2. be able to analyze the complexity of computational problems as well as the complexities of their solutions;
3. be able to design, implement and test computer programs

- that solve substantial computational problems;
4. be able to communicate technical ideas effectively both in writing and in oral presentations;
5. be able to work effectively on a team; and
6. be able to continue to learn throughout their careers, keeping up-to-date in quickly developing field.

## STUDENT LEARNING OUTCOMES

1. Students will be able to analyze problems and design algorithms in pseudo code; (LG 1)
2. For a given algorithm students will be able to write the code using Object Oriented Approach; (LG 1)
3. Students will be able to analyze problems and select the appropriate data structure; (LG 2)
4. Students will be able to estimate running time given an algorithm; (LG 2)
5. Students will be able to implement and use data structures including but not limited to stacks, queues, lists, trees and hash tables; (LG 2)
6. Students will be able to analyze the problem and design the solution that conforms to the given specifications using a modeling language like UML; (LG 3)
7. Students will be able to write a computer program that implements the design; (LG 3)
8. Student will be able to develop and implement the tests needed to check if the program conforms to given specifications; (LG 3)
9. Students will be able to write clear system documentation and user documentation; (LG 4)
10. Students will be able to write research reports. (LG 4)
11. Students will demonstrate the ability to orally communicate ideas and concepts clearly and in an organized manner; (LG 4)
12. Students will be able to work effectively in teams in designing and implementing software systems and effectively manage conflicts, optimize resources and meet deadlines; and (LG 5)
13. Students will be able to read and assimilate technical material independently from textbooks, articles and other level-appropriate sources. (LG 6)

The General Studies requirements must be satisfied; the Quantitative Dimension must be satisfied with MATH 151. A minimum grade of C is required for MATH 151. Chemistry or physics is recommended to satisfy the Dimension of Scientific Inquiry. Classes required for completing the major are as follows:

## COURSE REQUIREMENTS

CISS 201 Programming Language I  
CISS 202 Programming Language II  
CISS 360 Assembly Language Programming and Architecture  
CISS 380 Data Structures and Algorithm Analysis

CISS 423 Survey of Programming Languages  
CISS 433 Database Management  
CISS 460 Data Communications and Networking  
CISS 471 Software Engineering  
MATH 311 Discrete Mathematics  
(total of 27 hours)  
CISS 280 Programming in Python  
Or CISS 285 C Programming Language  
(total of 3 hours)

#### **TWO ADDITIONAL COURSES FROM:**

CISS 350 Introduction to Multimedia Processing  
CISS 361 Operating Systems and Computer Architecture  
CISS 375 Introduction to Computer and  
Network Security  
CISS 425 Programming for Android Devices  
CISS 426 iPhone and iPad Programming  
CISS 440 Artificial Intelligence  
CISS 450 Compiler Design  
CISS 480 Topics in Computer Science  
MATH 370 Numerical Methods  
(total of 6 hours)

A university approved minor is required. A mathematics minor is recommended.

## **SECOND MAJOR**

The Quantitative Dimension of the General Studies curriculum must be satisfied with MATH 151. A minimum grade of C is required for MATH 151.

## **COURSE REQUIREMENTS FOR SECOND MAJOR IN MATHEMATICS**

MATH 152 Calculus II  
MATH 230 Foundations of Higher Mathematics  
MATH 251 Calculus III  
MATH 325 Statistics and Data Analysis  
MATH 331 Linear Algebra  
MATH 351 Differential Equations  
MATH 352 Advanced Calculus  
MATH 404 Modern Abstract Algebra  
MATH 445 Research in Mathematics  
Any other course numbered above MATH 300  
(total of 30 hours)

## **COURSE REQUIREMENTS FOR SECOND MAJOR IN COMPUTER SCIENCE**

CISS 201 Programming Language I  
CISS 202 Programming Language II  
CISS 280 Programming in Python OR CISS 285 C  
Programming Language  
CISS 360 Assembly Language Programming and  
Architecture

CISS 361 Operating Systems and Computer  
Architecture  
CISS 380 Data Structures and Algorithm Analysis  
CISS 423 Survey of Programming Languages  
CISS 433 Database Management  
CISS 460 Data Communications and Networking  
CISS 471 Software Engineering  
MATH 331 Linear Algebra OR MATH 311 Discrete  
Mathematics  
(total of 33 hours)

## **MATHEMATICS MINOR (17 HOURS)**

A minor in Mathematics requires 17 semester hours of mathematics courses, including:

MATH 151 Calculus I  
MATH 152 Calculus II

At least 1 course numbered over MATH 225

## **COMPUTER SCIENCE MINOR (15 HOURS)**

A minor in Computer Science requires 15 hours of CISS courses, excluding CISS 160. Students may count MATH 370 as part of the 15 hours. Additional Requirement: MATH 151 (may be used to satisfied the Quantitative Dimension of the General Studies requirements).

## **DEPARTMENT OF NATURAL SCIENCES**

### **FACULTY**

*Chair: Professor B. Brooks*  
*Professors: T. Jones, S. Eddins, T. Zehnder,*  
*B. Brooks, D. Judge, V. Totten*  
*Associate Professors: C. Ciesielski, D. Olive, J. Oyugi*  
*Assistant Professors: S. Manahan, D. Campbell*  
*Instructor: J. Zimmer, S. Smith*

### **MISSION STATEMENT**

The Department of Natural Sciences provides students a firm educational foundation in both theoretical and experimental science, and produces students with critical-thinking and problem-solving skills through meaningful in-and out-of classroom and laboratory experiences. The Department aims to prepare students for productive professional careers or for entry into graduate or professional schools. The Department of Natural Sciences strives to remain consistent with the educational mission of Gardner-Webb University by balancing an interdisciplinary science foundation with the Christian values of faith, stewardship, ethics, and social responsibility.

## GOALS

### **KNOWLEDGE AND COMPREHENSION**

#### **LEARNING GOALS**

1. Apply the scientific method to questions about nature; and
2. Identify and apply fundamental scientific concepts, laws, and theories.

### **SKILLS AND METHODOLOGY LEARNING GOALS**

3. Produce scientific measurements in a laboratory or field setting;
4. Evaluate and analyze scientific data; and
5. Communicate scientific concepts.

### **CAREER DEVELOPMENT GOAL**

6. Prepare students to succeed in industry, graduate or professional school, teaching, or other related fields.

## STUDENT LEARNING OUTCOMES

### **1. APPLY THE SCIENTIFIC METHOD TO QUESTIONS ABOUT NATURE**

- 1.1 Develop testable hypotheses to explain basic chemical, biological, and physical processes; and
- 1.2 Design experiments to evaluate testable hypotheses.

### **2. IDENTIFY AND APPLY FUNDAMENTAL SCIENTIFIC CONCEPTS, LAWS, AND THEORIES**

- 2.1 Identify molecular, cellular, organismal, or ecological concepts in biology (biology courses); and
- 2.2 Apply physical and chemical laws to critically analyze natural phenomena (chemistry, physics, or geology courses).

### **3. PRODUCE SCIENTIFIC MEASUREMENTS IN A LABORATORY OR FIELD SETTING**

- 3.1 Make quantitative measurements of biological, chemical or physical systems or processes; and
- 3.2 Make qualitative observations of biological, chemical, or physical systems or processes.

### **4. EVALUATE AND ANALYZE SCIENTIFIC DATA**

- 4.1 Use mathematical calculations to evaluate scientific data; and
- 4.2 Present and analyze scientific data using graphs, charts, and tables.

### **5. COMMUNICATE SCIENTIFIC CONCEPTS**

- 5.1 Use written presentations and lab reports to communicate about science; and
- 5.2 Use oral presentations to communicate scientific concepts.

## MAJORS FIELD OF STUDY

The department offers two majors leading to the Bachelor of Science degree:

Biology  
Chemistry

## MINOR FIELDS OF STUDY

Biology  
Chemistry  
Environmental Science  
General Science  
Health Science  
Physical Science

## BIOLOGY (30 HOURS)

### **BIOLOGY PROGRAM**

#### **MISSION STATEMENT**

We strive to provide biology majors with comprehensive and rigorous instruction in the biological sciences that extends in hierarchy from molecules, to cells, to organisms, to ecological systems, including evolutionary processes. We are dedicated to providing a learning environment where our students receive outstanding instruction and mentoring in biology within the context of a Christian liberal arts college. Our department is devoted to preparing biology majors for their career objectives following graduation in graduate or professional schools, teaching, or jobs in animal or human medicine/allied health, environmental, or other biological fields.

## GOALS

### **KNOWLEDGE AND COMPREHENSION**

#### **LEARNING GOALS**

1. Apply the scientific method to biological phenomena and information; and
2. Describe and analyze key biological concepts from molecules to cells to organisms to ecological systems, including evolutionary processes.

### **SKILLS AND METHODOLOGY LEARNING GOALS**

3. Demonstrate proficiency with a variety of skills in the laboratory and field that are important to functioning in biological careers, or in advanced degrees;
4. Apply mathematical and statistical procedures and analyses to biological phenomena and information; and
5. Effectively present biological information and analysis in written, visual, and oral formats.

### **CAREER DEVELOPMENT GOAL**

6. Describe key careers and career paths in biology, teaching and related fields.



## STUDENT LEARNING OUTCOMES

### 1. APPLY THE SCIENTIFIC METHOD TO NATURAL PHENOMENA AND INFORMATION.

- 1.1 Develop testable hypotheses to explain basic chemical and physical processes; and
- 1.2 Design and conduct experiments to evaluate the testable hypotheses.

### 2. IDENTIFY, ANALYZE AND APPLY KEY BIOLOGICAL TERMS AND CONCEPTS FROM MOLECULES TO CELLS TO ORGANISMS TO ECOLOGICAL SYSTEMS, INCLUDING EVOLUTIONARY PROCESSES (COMPONENTS FOR EACH BIOLOGY HIERARCHY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING).

2.1 Molecules: Describe structure and function of four biomolecule classes: lipids, proteins, carbohydrates, and nucleic acids; and

2.2 Cells: Describe structure and function of cell membrane and organelles, comparison of prokaryotes and eukaryotes, metabolic variety, response to stimuli (internal & external), homeostasis, and cellular reproduction, including genetics.

2.3 Organisms: Describe, and compare and contrast key organisms from six Kingdoms: Prokaryotes (Archea and Eubacteria), Protista, Plants, Fungi, and Animals with respect to:

- A Structure and function (physiology) of tissue, organ, and organ systems;
- B. Catabolic and anabolic processes, including waste elimination;
- C. Homeostasis;
- D. Reproduction, differentiation, and development, including genetics; and
- E. Ecological function and key interactions with the abiotic and biotic world.

2.4 Ecological Systems: Describe, and compare and contrast major terrestrial and aquatic ecosystems from the population, community, ecosystem levels with respect to following:

- A. Geographical locations, abiotic and biotic structure and components (for example, climate and biodiversity, respectively);
- B. Flow of energy and nutrients;
- C. Abiotic influences, such climate and geographical relief. Biotic interactions, such as intra- and interspecific competition, dispersal, and population dynamics;
- D. Vulnerability to human activities and conservation methods.

2.5 Evolutionary Processes: Describe and analyze key processes that cause populations to change over time with respect to individual and population genotypes and phenotypes, leading to micro- and

macroevolution. Key processes that drive evolution include, but are not limited to the following:

- A. Mutation;
- B. Sexual reproduction;
- C. Natural selection, which includes population variety, struggle for survival, and differential survival based on heritable traits;
- D. Speciation mechanisms, such as pre- and post-zygotic mechanisms and spatial and temporal separation of populations; and
- E. Long term geological, oceanographic, meteorological, and astronomical processes.

### 3. DEMONSTRATE PROFICIENCY WITH A VARIETY OF SKILLS IN THE LABORATORY AND FIELD THAT ARE IMPORTANT TO FUNCTIONING IN BIOLOGICAL CAREERS, OR IN ADVANCED DEGREES.

3.1 Because much of biology research is based on chemistry, majors will demonstrate an understanding and proficiency in key bench chemistry skills as follows:

- A. Gravimetric techniques;
- B. Volumetric measurement and transfer;
- C. Preparation of solutions;
- D. Common measurements: pH, titrations; UV-Vis spectrophotometry; and
- E. Common separation methods: chromatography (thin-layer).

3.2 Demonstrate an understanding and proficiency with some biology specific biology lab skills:

- A. Microscopy;
- B. Electrophoresis; and
- C. Dissection.

3.3 Demonstrate an understanding and proficiency with some biology specific field skills:

- A. Taxonomic identification; and
- B. Population sampling.

3.4 Demonstrate an understanding and proficiency in record keeping of procedures and data (e.g., lab notebook); and

3.5 Demonstrate an understanding and proficiency of safety in the lab and field.

### 4. APPLY MATHEMATICAL AND STATISTICAL PROCEDURES AND ANALYSES TO SCIENTIFIC DATA AND INFORMATION.

4.1 Calculate and display scientific data in an appropriate and effective way for interpretation; and

4.2 Apply appropriate descriptive and inferential statistics to scientific data, and make relevant conclusions based on statistical results.

## **5. ANALYZE AND EFFECTIVELY COMMUNICATE BIOLOGICAL INFORMATION AND ANALYSIS IN WRITTEN, VISUAL, AND ORAL FORMATS.**

- 5.1 Write laboratory reports that include background, purpose, hypothesis, procedures, presentation of results, analysis of results, and conclusion; and
- 5.2 Present biological information and analysis in written, visual, and oral formats, demonstrating organization, understanding of scientific information by research, and professional and effective delivery style, language, and graphics.

The General Studies requirements must be satisfied. General Biology (BIOL 111) and General Chemistry (CHEM 111) must be taken to fulfill the biological and physical science components of the Dimensions of Scientific Inquiry in the General Studies curriculum. Pre-professional candidates should take PHYS 203 and 204 in preparation for professional admissions tests. Classes required for completing the major are as follows:

## **COURSE REQUIREMENTS**

### **ANIMAL SCIENCE (SELECT ONE OF THE FOLLOWING, 4 HOURS)**

- BIOL 201 Invertebrate Zoology
- BIOL 202 Vertebrate Zoology
- BIOL 315 General and Comparative Animal Physiology

### **PLANT SCIENCE (SELECT ONE OF THE FOLLOWING, 4 HOURS)**

- BIOL 207 General Botany
- BIOL 320 Plant Systematics

### **MOLECULAR SCIENCE (SELECT ONE OF THE FOLLOWING, 4 HOURS)**

- BIOL 206 General Microbiology
- BIOL 301 Genetics
- BIOL 352 Cell Biology
- BIOL 411 Immunology
- BIOL 422 Biochemistry

### **ECOLOGY (4 HOURS)**

- BIOL 402 Ecology

### **BIOLOGY ELECTIVES (12 HOURS)**

Students take 12 hours of biology courses at or above the 200 level. HONR 400 and/or HONR 401 may be used for three hours of this requirement when the research and thesis topics are appropriate.

### **BIOLOGY SEMINAR (2 HOURS)**

- BIOL 391 Biology Seminar
- BIOL 392 Biology Seminar
- BIOL 491 Biology Seminar

BIOL 492 Biology Seminar  
(Honor's thesis is equivalent to one hour of this requirement)

## **ADDITIONAL REQUIREMENTS (16 HOURS)**

- CHEM 112 General Chemistry II
- CHEM 201 Organic Chemistry I
- CHEM 202 Organic Chemistry II
- MATH 151 Calculus I

No minor is required for this major. Students who desire a minor may select any minor offered by the University.

## **CHEMISTRY (34 HOURS)**

### **CHEMISTRY PROGRAM MISSION STATEMENT**

We strive to provide chemistry majors with comprehensive and rigorous instruction in the foundational areas of the chemical sciences. We are dedicated to providing a learning environment where our students receive outstanding instruction and mentoring in chemistry within the context of a Christian liberal arts college. Our department is devoted to preparing chemistry majors for their career objectives following graduation in chemical industry, graduate or professional schools, teaching, or other related fields.

## **CHEMISTRY PROGRAM GOALS**

### **KNOWLEDGE AND COMPREHENSION LEARNING GOALS**

1. Apply the scientific method to chemical problems;
2. Use knowledge of chemical reactivity to synthesize and characterize organic and inorganic compounds; and
3. Recognize physical laws and properties as they relate to chemical systems.

### **SKILLS AND METHODOLOGY LEARNING GOALS**

4. Analyze substances using contemporary laboratory instrumentation and classical chemical techniques;
5. Make quantitative measurements based on chemical processes; and
6. Review and synthesize concepts from the chemical literature.

### **CAREER DEVELOPMENT GOAL**

7. Prepare students to succeed in industry, graduate or professional school, teaching, or other chemistry related fields.

## STUDENT LEARNING OUTCOMES

### 1. APPLY THE SCIENTIFIC METHOD TO CHEMICAL PROBLEMS

- 1.1 Develop testable hypotheses to explain basic chemical and physical processes;
- 1.2 Design experiments to evaluate testable hypotheses; and
- 1.3 Evaluate use of scientific method in chemical literature.

### 2. USE KNOWLEDGE OF CHEMICAL REACTIVITY TO SYNTHESIZE AND CHARACTERIZE ORGANIC AND INORGANIC COMPOUNDS

- 2.1 Synthesize and characterize an organic compound; and
- 2.2 Synthesize and characterize an inorganic compound.

### 3. RECOGNIZE PHYSICAL LAWS AND PROPERTIES AS THEY RELATE TO CHEMICAL SYSTEMS

- 3.1 Apply principles of thermodynamics to critically analyze chemical equilibria, electrochemistry, phase transitions;
- 3.2 State concise physical interpretations for the application of the mathematical solutions to chemical systems; and
- 3.3 Interpret and discuss physical phenomena based on the principles of quantum mechanics.

### 4. ANALYZE SUBSTANCES USING CONTEMPORARY LABORATORY INSTRUMENTATION AND CLASSICAL CHEMICAL TECHNIQUES

- 4.1 Utilize titrations for quantitative analysis of unknowns;
- 4.2 Use spectrometric techniques for qualitative and quantitative analysis of compounds and ions; and
- 4.3 Characterize organic or inorganic compounds using spectroscopy.

### 5. MAKE QUANTITATIVE MEASUREMENTS BASED ON CHEMICAL PROCESSES

- 5.1 Calculate molar quantities based on chemical reactions; and
- 5.2 Calculate limiting reagent and theoretical yield for chemical reactions.

### 6. REVIEW AND SYNTHESIZE CONCEPTS FROM THE CHEMICAL LITERATURE

- 6.1 Identify primary sources in the chemical literature;
- 6.2 Summarize findings reported in primary sources in the chemical literature;
- 6.3 Communicate concepts from the chemical

literature through written assignments and oral presentations; and

6.4 Critique the application of the scientific method and experimental methods found in chemical journal articles.

The General Studies requirements must be satisfied. General Chemistry (CHEM 111) and either Environment (BIOL 104) or General Biology (BIOL 111) should be taken to fulfill the requirements of the Dimensions of Scientific Inquiry in the General Studies curriculum. Classes required for completing the major are as follows:

## COURSE REQUIREMENTS

### BASIC CHEMISTRY REQUIREMENTS (28 HOURS)

CHEM 201 Organic Chemistry I  
CHEM 202 Organic Chemistry II  
CHEM 301 Analytical Chemistry  
CHEM 302 Instrumental Analysis  
CHEM 351 Inorganic Chemistry  
CHEM 401 Physical Chemistry I  
CHEM 402 Physical Chemistry II

### CHEMISTRY SEMINAR (2 HOURS)

CHEM 391 Chemistry Seminar  
CHEM 392 Chemistry Seminar  
CHEM 491 Chemistry Seminar  
CHEM 492 Chemistry Seminar

### CHEMISTRY ELECTIVE (SELECT ONE OF THE FOLLOWING, 4 HOURS):

CHEM 310 Environmental Chemistry  
CHEM 405 Topics in Advanced Chemistry  
CHEM 420 Aquatic Chemistry  
CHEM 422 Biochemistry

### ADDITIONAL REQUIREMENTS (20 HOURS):

CHEM 112 General Chemistry II  
PHYS 203 General Physics for Scientists and Engineers I  
PHYS 204 General Physics for Scientists and Engineers II  
MATH 151 Calculus I  
MATH 152 Calculus II

No minor is required for this major. Students who desire a minor may select any minor offered by the University.

## SECOND MAJOR

A student seeking a second major in any field of study offered by the Department of Natural Sciences must meet all of the criteria for the primary major.

## **BIOLOGY MINOR (16 HOURS)**

### **COURSE REQUIREMENTS**

BIOL 111 General Biology  
BIOL 402 Ecology

Students also select 8 hours from two of the following three categories:

#### **ANIMAL SCIENCE**

BIOL 201 Invertebrate Zoology  
BIOL 202 Vertebrate Zoology  
BIOL 203 Human Anatomy and Physiology I  
BIOL 204 Human Anatomy and Physiology II  
BIOL 315 General and Comparative Animal Physiology

#### **PLANT SCIENCE**

BIOL 207 General Botany  
BIOL 320 Plant Systematics

#### **MOLECULAR SCIENCE**

BIOL 206 General Microbiology  
BIOL 301 Genetics  
BIOL 352 Cell Biology  
BIOL 411 Immunology  
BIOL 422 Biochemistry

## **CHEMISTRY MINOR (16 HOURS)**

### **COURSE REQUIREMENTS**

CHEM 112 General Chemistry II  
CHEM 201 Organic Chemistry I  
CHEM 202 Organic Chemistry II  
Students select a 4 hour chemistry elective at or above 300 level (CHEM 301 Analytical Chemistry is recommended)  
CHEM 111 (General Chemistry I) must be taken as part of the General Studies curriculum.

## **ENVIRONMENTAL SCIENCE MINOR (16 HOURS)**

### **COURSE REQUIREMENTS**

BIOL 104 Environment  
GEOL 105 Oceanography and Meteorology  
GEOL 106 Environmental Geology  
CHEM 310 Environmental Chemistry  
BIOL 111 (General Biology) must be taken as part of the General Studies curriculum.

## **GENERAL SCIENCE MINOR (20 HOURS)**

### **COURSE REQUIREMENTS**

CHEM 103 (or higher) Introductory Chemistry  
GEOL 101 (or higher) Physical Geology  
PHYS 103 (or higher) Physics in Everyday Life  
Any biology course at 200 level or above  
Students select a 4 hour elective from any course offered by the department above the core science requirements.

## **HEALTH SCIENCE MINOR (16 HOURS)**

### **COURSE REQUIREMENTS**

BIOL 104 Environment  
BIOL 203 Anatomy and Physiology I  
BIOL 204 Anatomy and Physiology II  
BIOL 310 Nutrition  
Introductory Chemistry (CHEM 103) or General Chemistry I (CHEM 111) must be taken as part of the General Studies curriculum.

## **PHYSICAL SCIENCE MINOR (16 HOURS)**

### **COURSE REQUIREMENTS**

CHEM 111 General Chemistry I  
GEOL 101 Physical Geology or GEOL 105 Oceanography and Meteorology  
PHYS 203 General Physics for Scientists and Engineers I

#### **STUDENTS SELECT ONE OF THE FOLLOWING**

CHEM 112 General Chemistry II  
GEOL 102 Historical Geology  
PHYS 104 Astronomy  
PHYS 204 General Physics for Scientists and Engineers II

## **ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS**

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).



# DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

each major offered by the Department are described in the appropriate sections that follow.

## FACULTY

*Chair: Professor E. Stepp*

*Professors: D. Berry, K. Blevins, P. Hildreth, P. Qualls, S. Shauf*

*Associate Professors: J. Collins*

*Instructors: A. Sieges*

## MISSION STATEMENT

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

## GOALS

To assist both undergraduate and graduate students in achieving:

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

## STUDENT LEARNING OUTCOMES

Students who choose one of the six majors offered by the Department of Religious Studies and Philosophy will demonstrate:

1. basic skills in biblical interpretation and exegesis, and
2. skills in critical thinking, and written and oral communication. Student learning outcomes specific to

## MAJOR FIELDS OF STUDY

The Department offers the following majors leading to the Bachelor of Arts degree:

Biblical Studies  
Discipleship Studies  
Youth Discipleship Studies  
Philosophy and Theology  
World Religions  
Missiology

Each major listed above can also be taken as a second major.

## MINOR FIELDS OF STUDY

Biblical Studies  
Biblical Languages  
Discipleship Studies  
Youth Discipleship Studies  
Philosophy and Ethics  
World Religions  
Missiology  
Christian History

## GENERAL INFORMATION

The Department of Religious Studies and Philosophy requires 39 hours of courses beyond general education requirements.

Though not required for every major, the Department recommends that RELI 245 be taken as part of the Global Heritage General Studies requirement and that RELI 354 be taken as part of the Oral Communication General Studies requirement. All majors in the Department take RELI 101 and 102 or equivalents as part of the General Studies requirement. RELI 101 and RELI 102 are required in order for students to take upper level Bible classes and are recommended before taking other upper-level courses in the Department.

All majors are required to take three of the following four foundational Departmental courses:

PHIL 200 Introduction to Philosophy  
RELI 271 Spiritual Formation  
RELI 321 Introduction to Christian History  
RELI 333 Introduction to Theology

The nine hours of foundational courses above will be combined with a three-hour seminar requirement, 21

additional hours in the area of one's selected major, and six hours of departmental electives (except for the Language option of the Biblical Studies major, which requires three hours of departmental electives) for a total of 39 hours to complete the major, as outlined below.

The Religious Studies Association is the departmental club established to benefit Departmental majors and other interested students/faculty by providing additional opportunities for learning and service in the field of Religious Studies. All students majoring in the Department are encouraged to attend four of the six yearly meetings. Students who excel in Religious Studies may be invited to become a member of the University chapter of Theta Alpha Kappa, a national honor society.

## **BIBLICAL STUDIES MAJOR (39 HOURS)**

The major in Biblical Studies will provide the student with a deeper understanding of the Old and New Testaments. Students will also have the option to pursue advanced language study in Hebrew and Greek and the cultural contexts in which they were shaped.

## **GOALS**

To assist both undergraduate and graduate students in achieving:

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

## **STUDENT LEARNING OUTCOMES**

Students will demonstrate:

1. Either a) (Language option) an advanced competency in both Koine Greek and biblical Hebrew; or b) (Non-Language option) an intermediate competency in either Koine Greek or biblical Hebrew;

2. Evidence of a deeper understanding of the broad range of literature from the Old and New Testaments;
3. An understanding of the cultural context from which the languages and literature come; and
4. The ability to do critical research in biblical languages and literature and to give clear, substantive oral and written reports of such research.

## **COURSE REQUIREMENTS**

Biblical Studies / Language option:

### **DEPARTMENT FOUNDATION COURSES – CHOOSE 3 (9 HOURS)**

- PHIL 200 Introduction to Philosophy
- RELI 271 Spiritual Formation
- RELI 321 Introduction to Christian History
- RELI 333 Introduction to Theology

### **CHOOSE 1 OF THE FOLLOWING (3 HOURS)**

- RELI 351 Biblical Backgrounds
- RELI 352 Biblical Interpretation

### **BIBLICAL LANGUAGES (15 HOURS)**

Either HEBR 101 Elementary Hebrew I, 102 Elementary Hebrew II, 201 Intermediate Hebrew I, 202 Intermediate Hebrew II, and GREK 202 Intermediate New Testament Greek II [In this case, GREK 101 Elementary New Testament Greek I, GREK 102 Elementary New Testament Greek II, and GREK 201 Intermediate New Testament Greek I would fulfill the general education language requirement]

Or GREK 101: Elementary New Testament Greek I, 102 Elementary New Testament Greek II, 201 Intermediate New Testament Greek I, 202 Intermediate New Testament Greek II, and HEBR 202 Intermediate Hebrew II [In this case, HEBR 101 Elementary Hebrew I, 102 Elementary Hebrew II, 201 Intermediate Hebrew I would fulfill the general education requirement]

### **BIBLICAL STUDIES/OLD TESTAMENT – CHOOSE 1 (3 HOURS)**

- RELI 302 The Sacred Writings
  - RELI 303 Old Testament Prophets
  - RELI 306 Old Testament Theology
  - RELI 307 Studies in the Pentateuch
- Prerequisite: RELI 101

**BIBLICAL STUDIES / NEW TESTAMENT –  
CHOOSE 1 (3 HOURS)**

RELI 311 Synoptic Gospels  
RELI 312 Life and Letters of Paul  
RELI 314 New Testament Theology  
RELI 316 The Writings of John  
RELI 317 The General Epistles and Hebrews  
- Prerequisite: RELI 102

**SENIOR SEMINAR (3 HOURS)**

RELI 490 Senior Seminar  
- Note: This course should be taken in one of the student's final two semesters.

**DEPARTMENTAL ELECTIVE – CHOOSE ONE  
COURSE FROM THE UPPER-LEVEL  
DEPARTMENTAL OPTIONS (3 HOURS)**

Biblical Studies/Non-Language option:

**DEPARTMENT FOUNDATION COURSES –  
CHOOSE 3 (9 HOURS)**

PHIL 200 Introduction to Philosophy  
RELI 271 Spiritual Formation  
RELI 321 Introduction to Christian History  
RELI 333 Introduction to Theology

**CHOOSE 1 OF THE FOLLOWING (3 HOURS)**

RELI 351 Biblical Backgrounds  
RELI 352 Biblical Interpretation

**BIBLICAL STUDIES/OLD TESTAMENT – CHOOSE 2  
(IF THE BIBLICAL LANGUAGE IS HEBREW) OR  
3 (6 OR 9 HOURS)**

RELI 302 The Sacred Writings  
RELI 303 Old Testament Prophets  
RELI 306 Old Testament Theology  
RELI 307 Studies in the Pentateuch  
HEBR 202 Intermediate Hebrew II  
- Prerequisite: RELI 101

**BIBLICAL STUDIES/NEW TESTAMENT – CHOOSE 2  
(IF THE BIBLICAL LANGUAGE IS GREEK)  
OR 3 (6 OR 9 HOURS)**

RELI 311 Synoptic Gospels  
RELI 312 Life and Letters of Paul  
RELI 314 New Testament Theology  
RELI 316 The Writings of John  
RELI 317 The General Epistles and Hebrews  
GREK 202 Intermediate New Testament Greek II  
- Prerequisite: RELI 102

**PRACTICUM / INTERNSHIP – CHOOSE 1 (3 HOURS)**

RELI 358 Practicum  
RELI 397 Internship

**SENIOR SEMINAR (3 HOURS)**

RELI 490 Senior Seminar  
-Note: This course should be taken in one of the student's final two semesters.

**DEPARTMENTAL ELECTIVES – CHOOSE TWO  
COURSES FROM THE UPPER-LEVEL  
DEPARTMENTAL OPTIONS (6 HOURS)**

Additional requirement: students must take nine hours from a biblical language as part of the General Studies language requirement.

**DISCIPLESHIP STUDIES MAJOR  
(39 HOURS)**

The major in Discipleship Studies will give students an understanding of the basic principles of Christian discipleship among various age groups. The student will learn about leadership and administration principles for effective discipleship processes.

**GOALS**

To assist both undergraduate and graduate students in achieving:

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

**STUDENT LEARNING OUTCOMES**

Students will demonstrate:

1. An understanding of basic principles of Christian discipleship among various age groups;
2. An understanding of leadership and administration principles for effective discipleship processes;

3. An understanding of the various contexts in which discipleship practices arise; and
4. Critical reflection and analysis in the field of discipleship studies and an ability to give clear, substantive oral and written reports of said reflection and analysis.

## COURSE REQUIREMENTS

### **DEPARTMENT FOUNDATION COURSES – CHOOSE 3 (9 HOURS)**

PHIL 200 Introduction to Philosophy  
 RELI 271 Spiritual Formation  
 RELI 321 Introduction to Christian History  
 RELI 333 Introduction to Theology

### **BIBLICAL STUDIES / OLD TESTAMENT – CHOOSE 1 (3 HOURS)**

RELI 302 The Sacred Writings  
 RELI 303 Old Testament Prophets  
 RELI 306 Old Testament Theology  
 RELI 307 Studies in the Pentateuch  
 -Prerequisite: RELI 101

### **BIBLICAL STUDIES / NEW TESTAMENT – CHOOSE 1 (3 HOURS)**

RELI 311 Synoptic Gospels  
 RELI 312 Life and Letters of Paul  
 RELI 314 New Testament Theology  
 RELI 316 The Writings of John  
 RELI 317 The General Epistles and Hebrews  
 - Prerequisite: RELI 102

### **DISCIPLESHIP (12 HOURS)**

RELI 370 History and Philosophy of Religious Education

### **CHOOSE TWO OF THE FOLLOWING (6 HOURS)**

RELI 374 Preschool and Children Discipleship  
 RELI 375 Youth Discipleship  
 RELI 377 Adult Discipleship

### **CHOOSE 1 OF THE FOLLOWING (3 HOURS)**

RELI 373 Church Leadership  
 RELI 376 Advanced Youth Discipleship

### **PRACTICUM / INTERNSHIP – CHOOSE 1 (3 HOURS)**

RELI 358 Practicum  
 RELI 397 Internship

### **SENIOR SEMINAR (3 HOURS)**

RELI 490 Senior Seminar  
 - Note: This course should be taken in one of the student's final two semesters.

Departmental electives – Choose two courses from the upper-level Departmental options (6 hours)

Recommended: Students take RELI 245 as part of Global Heritage General Studies requirement.

NOTE: Students who choose to major in Discipleship Studies will NOT be eligible for North Carolina Legislative Tuition Grant funds.

## YOUTH DISCIPLESHIP STUDIES MAJOR (39 HOURS)

The major in Youth Discipleship Studies will provide the student with an understanding of the basic principles of youth discipleship in a Christian context. The student will learn how to develop leadership and administration skills necessary for effective youth discipleship.

## GOALS

To assist both undergraduate and graduate students in achieving:

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

## STUDENT LEARNING OUTCOMES

Students will demonstrate:

1. An understanding of basic principles of Christian discipleship among other age groups;
2. An understanding of leadership and/or administration principles for effective youth discipleship processes;
3. An understanding of the various contexts in which youth discipleship practices arise; and
4. Critical reflection on and analysis in the field of youth discipleship studies.



## COURSE REQUIREMENTS

### **DEPARTMENT FOUNDATION COURSES – CHOOSE 3 (9 HOURS)**

PHIL 200 Introduction to Philosophy  
RELI 271 Spiritual Formation  
RELI 321 Introduction to Christian History  
RELI 333 Introduction to Theology

### **BIBLICAL STUDIES / OLD TESTAMENT – CHOOSE 1 (3 HOURS)**

RELI 302 The Sacred Writings  
RELI 303 Old Testament Prophets  
RELI 306 Old Testament Theology  
RELI 307 Studies in the Pentateuch  
-Prerequisite: RELI 101

### **BIBLICAL STUDIES / NEW TESTAMENT – CHOOSE 1 (3 HOURS)**

RELI 311 Synoptic Gospels  
RELI 312 Life and Letters of Paul  
RELI 314 New Testament Theology  
RELI 316 The Writings of John  
RELI 317 The General Epistles and Hebrews  
- Prerequisite: RELI 102

### **DISCIPLESHIP (12 HOURS)**

RELI 370 History and Philosophy of Religious Education  
RELI 375 Youth Discipleship  
RELI 376 Advanced Youth Discipleship

### **CHOOSE 1 OF THE FOLLOWING (3 HOURS)**

RELI 373 Church Leadership  
RELI 374 Preschool and Children Discipleship  
RELI 377 Adult Discipleship

### **PRACTICUM / INTERNSHIP – CHOOSE 1 (3 HOURS)**

RELI 358 Practicum  
RELI 397 Internship

### **SENIOR SEMINAR (3 HOURS)**

RELI 490 Senior Seminar  
- Note: This course should be taken in one of the student's final two semesters.

### **DEPARTMENTAL ELECTIVES – CHOOSE TWO COURSES FROM THE UPPER-LEVEL DEPARTMENTAL OPTIONS (6 HOURS)**

Recommended: Students take RELI 245 as part of Global Heritage General Studies requirement.

NOTE: Students who choose to major in Youth Discipleship Studies will NOT be eligible for North Carolina Legislative Tuition Grant funds.

## PHILOSOPHY AND THEOLOGY MAJOR (39 HOURS)

The major in Philosophy and Theology will help the student identify and develop, within the context of a supportive Christian academic community, the analytical abilities for critical and creative scholarship and for meaningful living. Students will explore the works of significant thinkers in the fields of philosophy and theology as they clarify and support their views and beliefs. Students will also continue to develop their ability to communicate clearly what they have learned.

## GOALS

To assist both undergraduate and graduate students in achieving:

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

## STUDENT LEARNING OUTCOMES

Students will be able:

1. To demonstrate basic knowledge in the areas of theological and philosophical studies;
2. To demonstrate the ability to read critically and respond creatively in writing and oral presentation to complex theological and philosophical textual sources; and
3. To demonstrate advanced knowledge appropriate to undergraduate education of key concepts, ideas, significant historical and contemporary figures, and literature in the fields of philosophy and theology.

## COURSE REQUIREMENTS

### **DEPARTMENT FOUNDATION COURSES – CHOOSE 3 (9 HOURS)**

PHIL 200 Introduction to Philosophy

RELI 271 Spiritual Formation  
RELI 321 Introduction to Christian History  
RELI 333 Introduction to Theology

### **WORLD RELIGIONS – CHOOSE 1 (3 HOURS)**

RELI 346 World Religions  
RELI 347 Religions of India  
RELI 348 Religions of China and Japan  
RELI 349 Introduction to Judaism  
RELI 350 Introduction to Islam

### **BIBLICAL STUDIES (3 HOURS)**

RELI 352 Biblical Interpretation  
- Prerequisite: RELI 101 and 102

### **CHRISTIAN HISTORY – CHOOSE 1 (3 HOURS)**

RELI 322 Early and Medieval Christianity  
RELI 323 Modern Christianity  
RELI 324 American Christianity  
RELI 325 Baptist Heritage  
RELI 327 The Renaissance and Reformation  
RELI 328 Global Christianity

### **PHILOSOPHY / ETHICS – CHOOSE 3 (9 HOURS)**

PHIL 201 Introduction to Logic  
PHIL 337 Philosophy of Religion  
PHIL 338 Epistemology  
PHIL 380 Selected Topics in Philosophy  
RELI 341 Christian Ethics

### **BIBLICAL THEOLOGY – CHOOSE 1 (3 HOURS)**

RELI 306 Old Testament Theology  
RELI 314 New Testament Theology

### **SENIOR SEMINAR (3 HOURS)**

RELI 490 Senior Seminar  
- Note: This course should be taken in one of the student's final two semesters.

### **DEPARTMENTAL ELECTIVES – CHOOSE TWO COURSES FROM THE UPPER-LEVEL DEPARTMENTAL OPTIONS (6 HOURS)**

Recommended: Students take RELI 245 as part of Global Heritage General Studies requirement.

## **WORLD RELIGIONS MAJOR (39 HOURS)**

The major in World Religions provides an understanding of the historical development, sacred texts, and worldviews of the major religions around the world. Students will discover how religious beliefs and practices impact world events in almost every possible profession. Students will have the

opportunity to gain firsthand experience through study abroad trips to places like Europe and China.

## **GOALS**

To assist both undergraduate and graduate students in achieving:

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

## **STUDENT LEARNING OUTCOMES**

Students will demonstrate:

1. Basic knowledge in the areas of theological and philosophical studies;
2. An understanding of the major world religions;
3. The research skills necessary to explore key issues in the major world religions;
4. The ability to read critically and respond creatively in writing and oral presentation to themes related to one or more of the major world religions; and
5. Critical reflection on and analysis of sacred sites of the major world religions.

## **COURSE REQUIREMENTS**

### **DEPARTMENT FOUNDATION COURSES – CHOOSE 3 (9 HOURS)**

PHIL 200 Introduction to Philosophy  
RELI 271 Spiritual Formation  
RELI 321 Introduction to Christian History  
RELI 333 Introduction to Theology

## **WORLD RELIGIONS (15 HOURS)**

- RELI 347 Religions of India
- RELI 348 Religions of China and Japan
- RELI 349 Introduction to Judaism
- RELI 350 Introduction to Islam
- RELI 378 Contemporary Religious Movements

## **ADDITIONAL REQUIREMENTS (6 HOURS)**

- PHIL 337 Philosophy of Religion
- RELI 328 Global Christianity

## **SENIOR SEMINAR (3 HOURS)**

- RELI 490 Senior Seminar
- Note: This course should be taken in one of the student's final two semesters.

Departmental electives – Choose two courses from the upper-level Departmental options (6 hours)

Additional requirements: students must take RELI 245 as part of Global Heritage General Studies requirement and RELI 354 as part of the Oral Communication General Studies requirement.

## **MISSIOLOGY MAJOR (39 HOURS)**

The major in Missiology provides an opportunity to explore the field of Christian Mission. The biblical, historical and practical foundation for Missiology will enable students to discover how they might interact effectively with people from a variety of cultural and religious backgrounds.

## **GOALS**

To assist both undergraduate and graduate students in achieving:

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

## **STUDENT LEARNING OUTCOMES**

Students will demonstrate:

1. Basic knowledge in the areas of theological and philosophical studies;
2. An understanding and ability to utilize the biblical foundation and praxis of Christian mission;
3. An understanding and ability to utilize the history, heritage, and theology of Christian mission;
4. An understanding and ability to utilize contemporary world religions, political situations and worldviews with which the Christian mission enterprise must relate;
5. An understanding of the current demographic shifts and their implications on the rapid growth of Christianity in the Global South;
6. An understanding of the variety of Contemporary Religious Movements in the USA and abroad; and
7. An ability to do critical research in Christian mission and to give clear, substantive oral and written reports on such research.

## **COURSE REQUIREMENTS**

### **DEPARTMENT FOUNDATION COURSES – CHOOSE 3 (9 HOURS)**

- PHIL 200 Introduction to Philosophy
- RELI 271 Spiritual Formation
- RELI 321 Introduction to Christian History
- RELI 333 Introduction to Theology

### **MISSIOLOGY – CHOOSE 4 (12 HOURS)**

- RELI 243 Growth and Revival in the Christian Church
- RELI 326 Introduction to Missiology
- RELI 328 Global Christianity
- RELI 329 Cross-Cultural Missiology
- RELI 378 Contemporary Religious Movements

### **WORLD RELIGIONS – CHOOSE 1 (3 HOURS)**

- RELI 347 Religions of India
- RELI 348 Religions of China and Japan
- RELI 349 Introduction to Judaism
- RELI 350 Introduction to Islam

### **BIBLICAL STUDIES / DISCIPLESHIP STUDIES – CHOOSE 1 (3 HOURS)**

- RELI 302 The Sacred Writings
- RELI 303 Old Testament Prophets

RELI 306 Old Testament Theology  
 RELI 307 Studies in the Pentateuch  
 RELI 311 Synoptic Gospels  
 RELI 312 Life and Letters of Paul  
 RELI 314 New Testament Theology  
 RELI 316 The Writings of John  
 RELI 317 The General Epistles and Hebrews  
 RELI 370 History and Philosophy of Religious Education  
 RELI 373 Church Leadership  
 RELI 374 Preschool and Children Discipleship  
 RELI 375 Youth Discipleship  
 RELI 377 Adult Discipleship  
 - Prerequisite: RELI 101 is required for upper level Old Testament classes and RELI 102 is required for upper level New Testament classes.

**PRACTICUM/INTERNSHIP – CHOOSE 1 (3 HOURS)**

RELI 358 Practicum  
 RELI 397 Internship

**SENIOR SEMINAR (3 HOURS)**

RELI 490 Senior Seminar  
 - Note: This course should be taken in one of the student's final two semesters.

**DEPARTMENTAL ELECTIVES – CHOOSE TWO COURSES FROM THE UPPER-LEVEL DEPARTMENTAL OPTIONS (6 HOURS)**

Additional requirements: students must take RELI 245 as part of Global Heritage general education requirement and RELI 354 as part of the Oral Communication General Studies requirement.

**SECOND MAJOR FOR STUDENTS WHOSE FIRST MAJOR IS FROM OUTSIDE THE DEPARTMENT (33 HOURS)**

A second major for a student whose first major is in a department other than the Department of Religious Studies and Philosophy shall meet all requirements of the major except for the hours designated as departmental electives. The total hour requirement is 33 hours, except for the biblical studies major with language option, which requires a total of 36 hours since it contains 3 hours rather than 6 hours of elective credit.

**SECOND MAJOR WITHIN THE DEPARTMENT (30 HOURS)**

A second major in the Department of Religious Studies and Philosophy for a student whose first major is within the

Department shall consist of 30 hours. All requirements in the second major must be met except for the foundational course requirement of 9 hours. The Senior Seminar requirement applies to each major; thus RELI 490 must be taken twice. In the case of two majors that both require either a practicum or internship (RELI 358 or RELI 397), one course will meet the requirement for both majors. The other three hours will be substituted with an elective course (3 hours). In every case for students with two majors within the Department, the first major will total 39 hours and the second major will total 30 hours.

**MINOR FIELDS OF STUDY DETAIL**

The Department does not require a minor. If a major in the Department chooses to minor within the Department, the minor must be in an area other than that of the major.

**BIBLICAL LANGUAGES MINOR (15 HOURS)**

Select 9 hours of Greek and 6 hours of Hebrew, or select 9 hours of Hebrew and 6 hours of Greek.

**BIBLICAL STUDIES MINOR (15 HOURS)**

**CHOOSE 1 OF THE FOLLOWING (3 HOURS)**

RELI 351 Biblical Backgrounds  
 RELI 352 Biblical Interpretation

**BIBLICAL STUDIES / OLD TESTAMENT – CHOOSE 1 (3 HOURS)**

RELI 302 The Sacred Writings  
 RELI 303 Old Testament Prophets  
 RELI 306 Old Testament Theology  
 RELI 307 Studies in the Pentateuch

**BIBLICAL STUDIES / NEW TESTAMENT – CHOOSE 1 (3 HOURS)**

RELI 311 Synoptic Gospels  
 RELI 312 Life and Letters of Paul  
 RELI 314 New Testament Theology  
 RELI 316 The Writings of John  
 RELI 317 The General Epistles and Hebrews

**ADDITIONAL COURSES – CHOOSE 2 (6 HOURS)**

Any of the aforementioned courses or any HEBR or GREK courses.

**CHRISTIAN HISTORY MINOR (15 HOURS)**

**CHOOSE 5**

RELI 321 Introduction to Christian History (required if not already taken),  
 RELI 322 Early and Medieval Christianity



RELI 323 Modern Christianity  
RELI 324 American Christianity  
RELI 325 Baptist Heritage  
RELI 327 The Renaissance and Reformation  
RELI 328 Global Christianity

RELI 348 Religions of China and Japan  
RELI 349 Introduction to Judaism  
RELI 350 Introduction to Islam

### **ADDITIONAL COURSES (3 HOURS)**

Select any upper level course offered by the Department.

Additional requirement: students must take RELI 245 as part of Global Heritage general education requirement.

## **DISCIPLESHIP STUDIES MINOR (15 HOURS)**

### **CHOOSE 5**

RELI 370 History and Philosophy of Religious Education  
RELI 373 Church Leadership  
RELI 374 Preschool and Children Discipleship  
RELI 375 Youth Discipleship  
RELI 376 Advanced Youth Discipleship  
RELI 377 Adult Discipleship

## **YOUTH DISCIPLESHIP MINOR (15 HOURS)**

### **REQUIRED COURSES (9 HOURS)**

RELI 375 Youth Discipleship  
RELI 376 Advanced Youth Discipleship  
PSYC 302 Adolescent Psychology

## **MISSIOLOGY MINOR (15 HOURS)**

### **MISSIOLOGY – CHOOSE 4 (12 HOURS)**

RELI 243 Growth and Revival in the Christian Church  
RELI 326 Introduction to Missiology  
RELI 328 Global Christianity  
RELI 329 Cross-Cultural Missiology  
RELI 378 Contemporary Religious Movements

### **CHOOSE 1 (3 HOURS)**

PSYC 425 Crisis Intervention Counseling  
PSYC 440 Family Communication

### **WORLD RELIGIONS – CHOOSE 1 (3 HOURS)**

RELI 347 Religions of India  
RELI 348 Religions of China and Japan  
RELI 349 Introduction to Judaism  
RELI 350 Introduction to Islam

### **PRACTICUM / INTERNSHIP – CHOOSE 1 (3 HOURS)**

RELI 358 Practicum  
RELI 397 Internship  
- must be done in an area related to Youth Discipleship

Additional requirement: students must take RELI 245 as part of Global Heritage general education requirement.

## **ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS**

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

## **PHILOSOPHY AND ETHICS MINOR (15 HOURS)**

### **PHILOSOPHY (6 HOURS)**

PHIL 200 Introduction to Philosophy  
PHIL 201 An Introduction to Logic

### **ADDITIONAL COURSES – CHOOSE 3 (9 HOURS)**

PHIL 337 Philosophy of Religion  
PHIL 338 Epistemology  
PHIL 380 Special Topics in Philosophy  
RELI 341 Christian Ethics  
RELI 342 Christian Perspectives Toward Violence

## **DEPARTMENT OF SOCIAL SCIENCES**

### **FACULTY**

*Chair: Professor T. Vanderburg*  
*Degree Completion Program Coordinator: R. Munoz*  
*Professors: D. Ellington, R. Munoz, D. Yelton*  
*Associate Professors: M. Kuchinsky, D. Sykes*  
*Assistant Professors: J. Moore, E. Amato*  
*Instructor: B. Cox, D. Schronce*

## **WORLD RELIGIONS MINOR (15 HOURS)**

### **WORLD RELIGIONS (12 HOURS)**

RELI 347 Religions of India

## **MISSION STATEMENT**

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

## GOALS

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

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

To provide students in its major and minor programs with:

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

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

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

## STUDENT LEARNING OUTCOMES

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

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

## MAJOR FIELDS OF STUDY

The department offers seven majors leading to the Bachelor of Arts degree:

Global Studies

History

History with Teacher Licensure (Secondary)

Political Science

Social Sciences

Social Studies with Teacher Licensure (Secondary)

Sociology

## MINOR FIELDS OF STUDY

Global Studies

History

Criminal Justice

Political Science

Social Sciences

Sociology

## MAJOR FIELDS OF STUDY DETAIL

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the university's General Studies curriculum may count that course(s) toward meeting relevant major requirements. However, only three hours of credit will be awarded for each course taken.

NOTE: With prior consent of the department chair, Honors 400 (Honors Research) and Honors 401 (Senior Honors Thesis) may be used to satisfy 6 of the 30-33 hours required for departmental majors in History, Political Science, Sociology, and Social Science.

## GLOBAL STUDIES (39 HOURS, MINIMUM)

*Global Studies Coordinator: Dr. Michael Kuchinsky*

Global Studies is a multi-disciplinary major and minor program within the Social Sciences Department that provides:

- A small number of common and integrating courses;
- Opportunities for research;
- Experiential education requirements on the student; and
- Breadth of academic inquiry.

The Global Studies major allows the student to determine a unique concentration that fits their vocational objectives. These concentrations would examine global studies thought:

- its systems (political, economic, or environmental);
- a regional examination that allows the student to take a focused look at issues affecting the people of the Global North or Global South;
- or
- intercultural exploration.

Total hours for the major – minimum of 39 semester credit hours

Total hours for the minor – minimum of 18 semester credit hours

## MANDATORY INTEGRATING COURSES – 9 HOURS (3 HOURS FOR THE MINOR)

SSCI 205 Global Understanding – mandatory for majors and minors

POLS 311 Comparative Politics – mandatory for majors; may be used by minors for any concentration area

GLST 490 Global Studies Seminar – majors only

## ADDITIONAL LANGUAGE COMPETENCY 6 HOURS (3 HOURS FOR THE MINOR)

Current languages available at Gardner-Webb University for the Global Studies major and minor include French, German, and Spanish. Two additional language courses beyond the General Studies requirements in these languages are required for the major, and one additional for the minor. This component for the major may be accomplished in one of several methods:

- The student may take the same applicable language for the Global Studies major that fulfilled their General Studies requirement and would include the “202” intermediate language course, and one “300” level course such as “302”, “Advanced Grammar and Composition” or another with permission of the instructor; or
- The student may take a second language at the 101 or 102 level, currently French, German, or Spanish, and complete the Global Studies major requirement in this field. or
- The student may take the intensive French or Spanish language options based currently in Quebec, Canada, and Costa Rica respectively, for up to 6 semester hours.
- The student may also take language courses from another accredited university or international program in a language not taught at Gardner-Webb University with permission by the GLST Coordinator, the Chair of the Social Sciences Department, and Gardner-Webb University.
- The Global Studies minor requirement may be accomplished by taking one additional language course up to the 202 level, or starting a second language in French, German, or Spanish.

## CONTENT CONCENTRATIONS MINIMUM OF 21 HOURS (12 HOURS FOR THE MINOR)

Global Studies major students will choose one concentration area from among 1) Global System, 2) Regional Studies, or 3) Intercultural Studies. The concentration will represent at least 3 courses from one concentration. The student majoring in Global Studies will also take at least one course from two other concentrations, leaving the student with two additional electives chosen from any of the concentrations. The minor will not have a concentration but at least two courses should come from one content concentration.

- Global System (GS) – a focus on global political, economic, or environmental systems active in today’s global society,

POLS 321 International Relations (3hrs)

*spring even years*

POLS 351 Politics of Developing Areas (3hrs)

*fall even years*

POLS 401 Comparative Political Economy (3hrs)

*fall odd years*

POLS 430 Special Topics (Various) (3hrs)

*various*

BIOL 102 Environment (4hrs)

*every year*

ENVS 209 Environmental Biology (3hrs)

*spring even years*

ENVS 310 Environmental Policy and Ethics (3hrs)

*spring even years*

CHEM 310 Environmental Chemistry (4hrs)

*spring*

ECON 203 Principles of Economics I (3hrs)

*every semester*

ECON 204 Principles of Economics II (3hrs)

*every semester*

ECON 401 International Economics (3hrs)

ECON 404 Economic Development (3hrs)

ECON 405 Environmental and Natural (3hrs)

Resource Economics

BADM 360 International Business (3hrs)

GLST 430 Special Topics (3hrs)

*various*

GLST 495 Independent Study (3hrs)

- Regional Studies (RS) – a student may diversify or concentrate their courses to focus on either the Global South – a focus on comparative and regional studies in the developing and transitioning states and regions, or the Global North – a focus on comparative and regional studies in the developed states and regions.

POLS 321 International Relations (3hrs)

*spring even years*

POLS 351 Politics of Developing Areas (3hrs)  
*fall even years*

POLS 352 African Politics (3hrs)  
*fall odd years*

POLS 353 Middle East Politics (3hrs)  
*fall odd years*

POLS 354 European Politics (3hrs)

POLS 355 Asian Politics (3hrs)

POLS 356 Latin American Politics (3hrs)

POLS 430 Special Topics (Various) (3hrs)  
*various*

POLS 495 Independent Study (3hrs)  
Model United Nations (1hr)  
*every year*

HIST 332 Twentieth Century Europe (3hrs)  
*spring even years*

HIST 380 Modern Germany since 1789 (3hrs)  
*fall even years*

HIST 383 The Second World War (3hrs)  
*fall odd years*

HIST 411 Diplomatic History of the US (3hrs)  
*occasionally*

HIST 430 Special Topics in European History (3hrs)  
*occasionally*

ENGL 356 Postcolonial Literature (3hrs)

ENGL 359 Topics in World Literature (3hrs)  
*spring even years*

ENGL 331 Modern British and American Literature (3hrs)

FREN 306 Francophone Cultural History (3hrs)  
*by permission of the department*

FREN 309 Contemporary France (3hrs)  
*by permission of the department*

FREN 409 Special Topics in French Studies (3hrs)  
*by permission of the department*

GERM 409 Special Topics in German Studies (3hrs)  
*by permission of the department*

GLST 430 Special Topics (3hrs)  
*various*

GLST 495 Independent Study (3hrs)

3. Intercultural Studies (IC) – a focus on cultural, artistic, humanistic and literary dimensions of global society.

POLS 430 Special Topics (a course such as “African Politics”, “Middle Eastern Politics”, “Religion and Global Politics”, or similar as appropriate for this concentration) (3hrs)  
*one taught each semester*

SOCI 356 Society of Religion (3hrs)  
*intermittent*

SOCI 430 Special Topics (3hrs)  
*to be determined by GS Coordinator*

ENGL 251 Foundations of World Literature I (3hrs)  
*every semester*

ENGL 252 Foundations of World Literature II (3hrs)  
*every semester*

ENGL 356 Postcolonial Literature (3hrs)

ENGL 359 Topics in World Literature (3hrs)

FREN 306 Francophone Cultural History (3hrs)  
*by permission of the department*

FREN 309 Contemporary France (3hrs)  
*by permission of the department*

FREN 409 Special Topics in French Studies (3hrs)  
*by permission of the department*

GERM 409 Special Topics in German Studies (3hrs)  
*on demand basis*

RELI 245 Religion and Culture in a Global Perspective (3hrs)  
*every semester*

RELI 346 World Religions (3hrs)  
*fall even years*

RELI 347 Religions of India (3hrs)

RELI 348 Religions of China and Japan (3hrs)

RELI 350 Introduction to Islam (3hrs)

THEA 381, 382, Theater History I & II (3hrs)  
*(no prerequisites)*

ARTS 140 19th Century Art History (3hrs)  
*(no prerequisites)*

ARTS 145 20th Century Art History (3hrs)  
*(no prerequisites)*

ARTS 416 Topics in Art History (3hrs)  
*by permission of the department*

MUSC 325, 326, Music History (3hrs) every semester  
*by permission of the department*

GLST 430 Special Topics (3hrs)  
*various*

GLST 495 Independent Study (3hrs)

## EXPERIENTIAL EDUCATION (3 HOURS)

Relevant Internship of International Experience (non-mission), a student who does a full semester abroad may have the option to substitute some of the courses taken abroad for their major.

GLST 450, 451 International Experience of equivalent

GLST 497, 498 Global Studies Internship (three hours credit per semester may apply to the student’s major. Prerequisite – junior standing and departmental approval. Or equivalent through another program that includes international content or emphasis.

The required minor may be selected from any of the university offerings.



## **HISTORY (33 HOURS)**

*Coordinator: Dr. D. Ellington*

### **STUDENT LEARNING OUTCOMES**

1. Students will have the ability to articulate the importance of historical causation, including the awareness that all historical events are due to a complex range of causal factors;
2. Students will be able to describe the historical context of important historical developments, involving the interplay of a society's political, religious and social and geographical forces;
3. Students will demonstrate knowledge of historical periodization (salient common features and differences of people, places and groups in various time periods);
4. Students will be able to articulate the importance of historical continuity and change over time;
5. Students will be able to know and make use of both primary and secondary sources of history in historical research and writing; and
6. Students will be able to identify and analyze key concepts and issues in a given culture.

All courses selected must be at or above the 200 level (except GEOG 102) and include:

HIST 200 (should be taken during the sophomore year prior to taking any 300 or 400 level course) (3 hours)

American history electives (a minimum of 9 hours)

Non-American history electives, including at least one non-Western course (a minimum of 9 hours)

The required minor may be selected from any of the university offerings.

## **HISTORY WITH TEACHER LICENSURE (33 HOURS)**

*Coordinator: Prof. D. Schronce*

### **STUDENT LEARNING OUTCOMES**

1. Student Licensure Candidates will demonstrate leadership;
2. Student Licensure Candidates will establish a respectful environment for a diverse student population;
3. Student Licensure Candidates will possess a depth of content knowledge in their major discipline;
4. Student Licensure Candidates will effectively facilitate learning for their students; and
5. Student Licensure Candidates will be able to reflect upon their practice.

All courses selected must be at or above the 200 level and include:

Minimum 9 hours US History (must include HIST 244-245: US History Survey)

Minimum 9 hours European History (must include one pre-19th Century course)

Minimum 3 hours Non-Western (POLS 311: Comparative Politics, POLS 351: Politics of Developing Areas, POLS 352: African Politics, POLS 353: Middle Eastern Politics, POLS 355: Asian Politics, POLS 401: Comparative Political Economy or relevant POLS 430: Special Topics, or RELI 346: World Religions, GEOG 102 World Regional Geography, POLS 311)

9 hours HIST electives (may include up to six hrs. of other non-Western courses listed above)

3 hrs. Methods (HIST 200: Introduction to Historical Study which should be taken during the sophomore year prior to taking any 300 or 400 level course)

Candidates choosing the History with Teacher Licensure Major must also:

complete a Social Sciences for Teacher Licensure Minor as described in the following section entitled "Minor Fields of Study Detail;"

in the General Studies Dimensions of Scientific Inquiry select either BIOL 104: Environment for their Life Science course or GEOL 105: Oceanography and Meteorology or GEOL 106: Environmental Geology for their Physical Science course;

produce and formally present, utilizing relevant technology, a substantial, quality research project to demonstrate their depth of content knowledge and their acquisition of analytical;

research and communications skills. This is a NCDPI licensure requirement;

complete a Professional Education Minor consisting of 32 total hours including the following courses: Education 250, 316, 350, 432, 440, 450 and Psychology 303. NOTE: Students will not be permitted to complete more than 50% of the non-Student Teaching hours in the Professional Education minor (i.e. 10 hours) until they have been formally admitted into the Teacher Education Program as outlined in the School of Education's section of this catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted in the Teacher Education Program for a minimum of one full semester prior to the semester in which they student teach; ideally candidates should complete the admission process no later than the end of the first semester of the junior year;

make a grade of C or better in all courses counted towards meeting any state mandated content or professional competency; and

consult the Secondary Social Studies Licensure Coordinator, Ms. Donna Schronce, to stay current with licensure requirements.

## **POLITICAL SCIENCE (33 HOURS)**

*Coordinator: Dr. M. Kuchinsky*

### **STUDENT LEARNING OUTCOMES**

1. To increase understanding of American government and their political processes;
2. To increase understanding of international/global and regional political histories and relations, and current issues and processes;
3. To apply critical thinking, communication (oral, written and technological), and research skills suited for the study and practice of political science;
4. To foster an understanding of the role of theory in political science and its importance for public policy and political analysis;
5. To achieve information literacy for the political science discipline as per university policy and expectations;
6. To identify professional and/or advanced study goals; and
7. To increase understanding and appreciation of the importance of citizenship in society and political life.

POLS 201, 311, 490 (12 hours)

One course in the subfield of American Political Institutions: POLS 304, 314, 323, 333 (3 hours)

One course in the subfield of American Political Processes: POLS 315, 316, 320 (3 hours)

One course in the subfield of International Relations: POLS 321, 322, 351, 401 (3 hours)

One course in the subfield of Regional/Comparative Politics: POLS 352, 353, 354, 355, 356 (3 hours)

Any POLS elective courses (9 hours)

\*A political science internship is highly recommended.

\*\*Elective recommendations for Pre-law students include courses in "Rhetoric, Statistics, and Logic."

The required minor may be selected from any of the university offerings.

## **SOCIAL SCIENCES (33 HOURS)**

*Coordinator: Dr. T. Vanderburg*

### **STUDENT LEARNING OUTCOMES**

1. Students will demonstrate content knowledge in economics, history, political science and sociology;
2. Students will use analytical ability;
3. Students will develop research skills; and
4. Students will apply written communication skills.

Any HIST elective courses (6 hours)

Any POLS elective courses (6 hours)

Any SOCI elective courses (6 hours)

Any ECON elective course (3 hours)

Any courses offered by the department at the 300 or 400 level (9 hours)

One methods course, e.g. HIST 200, SOCI 311 (3 hours)

The required minor may be selected from any of the university offerings.

## **SOCIAL STUDIES WITH TEACHER LICENSURE (33 HOURS)**

*Coordinator: Prof. D. Schronce*

### **STUDENT LEARNING OUTCOMES**

1. Student Licensure Candidates will demonstrate leadership;
2. Student Licensure Candidates will establish a respectful environment for a diverse student population;
3. Student Licensure Candidates will possess a depth of content knowledge in their major discipline;
4. Student Licensure Candidates will effectively facilitate learning for their students; and
5. Student Licensure Candidates will be able to reflect upon their practice

All courses selected must be at or above the 200 level and include:

6 hours United States History (HIST 244-245: US History Survey)

Minimum 6 hrs. SOCI (from SOCI 201: Introduction to Sociology, SOCI 202: Social Problems,

SOCI 310: Social Psychology or SOCI 400: Minority Groups or relevant SOCI 430: Special Topics)

Minimum 6 hours Political Science (must include POLS 202: American Political Process, plus one additional POLS course)

3 hours Economics (ECON 203: Principles of Economics I)

6 hours Social Sciences electives (ECON 204: Principles of Economics II, RELI 346: World Religions, any SOCI listed above or any POLS course)

3 hours any Geography elective

3 hrs. Methods (HIST 200: Introduction to Historical Study which should be taken during the sophomore year prior to taking any 300 or 400 level course)

Candidates choosing the Social Studies with Teacher Licensure Major must also:

complete a History for Teacher Licensure Minor as described in the following section entitled “Minor Fields of Study Detail.”

in the General Studies Dimensions of Scientific Inquiry select either BIOL 104 Environment for their Life Science course or GEOL 105 Oceanography and Meteorology or GEOL 106 Environmental Geology for their Physical Science course.

produce and formally present, utilizing relevant technology, a substantial, quality research

project to demonstrate their depth of content knowledge and their acquisition of analytical,

research and communications skills. This is a NCDPI licensure requirement.

complete a Professional Education Minor consisting of 32 total hours including the following courses: Education 250, 316, 350, 432, 440, 450 and Psychology 303.

NOTE: Students will not be permitted to complete more than 50% of the non-Student Teaching hours in the Professional Education minor (i.e. 10 hours) until they have been formally admitted into the Teacher Education Program as outlined in the School of Education’s section of this catalog (entitled “Admission to the Teacher Education Program”). All candidates must be fully admitted in the Teacher Education Program for a minimum of one full semester prior to the semester in which they student teach; ideally candidates should complete the admission process no later than the end of the first semester of the junior year.

make a grade of C or better in all courses counted towards meeting any state mandated content or professional competency.

consult the Secondary Social Studies Licensure Coordinator, Ms. Donna Schronce, to stay current with licensure requirements.

## **SOCIOLOGY (30 HOURS)**

*Coordinator: Dr. R. Munoz*

### **STUDENT LEARNING OUTCOMES**

1. Sociology majors will demonstrate the ability to identify major social institutions and their impact on each other;
2. Sociology majors will demonstrate the ability to compare and contrast classical, modern and postmodern social theory;
3. Sociology majors will demonstrate the ability to create an independent research project; and

4. Sociology majors will demonstrate the ability to evaluate the role of race, class and gender in life chances.

SOCI 201, 311, 330, 396 (12 hours)

Any SOCI elective courses (18 hours)

NOTE: No substitutions are allowed for SOCI/PSYC 396. The required minor may be selected from any of the university offerings.

## **SECOND MAJOR**

A student seeking a second major in any field of study offered by the Department of Social Sciences must meet the criteria outlined above for each major.

NON-WESTERN COURSE REQUIREMENTS: Currently the department offers the following non-Western courses: POLS 311, 351, 352, 353, 355, 401 (African or Asian themed), and POLS 430 Special Topics. Departmental approval is required to count other courses as meeting non-Western requirements.

## **MINOR FIELDS OF STUDY DETAIL**

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the university’s General Studies curriculum may count that course(s) toward meeting relevant minor requirements. However, only three hours of credit will be awarded for each course taken.

## **CRIMINAL JUSTICE MINOR (18 HOURS)**

CJC 410, 420, 430, 440, 450, or 497, SOCI 313, 411, or 415, POLS 314, MGMT 400

## **GLOBAL STUDIES MINOR (18 HOURS)**

SSCI 205, 3 hours of additional language study beyond the General Studies Requirements,

and a minimum of 12 hours (4 courses) taken from the three concentrations in the major. POLS 311 may be taken and used for any concentration.

## **HISTORY MINOR (18 HOURS)**

HIST 244, 245 and 12 additional hours of HIST electives beyond core requirements

## **HISTORY FOR TEACHER LICENSURE MINOR (18 HOURS)**

3 hours United States History (may NOT include HIST 244 or 245)

6 hrs. Modern European History

3 hrs. Non-Western course (GEOG 102 World Regional Geography, POLS 311 Comparative Politics, POLS 351 Politics of Developing Areas, POLS 352 African Politics, POLS 353 Middle Eastern Politics, POLS 355 Asian Politics, POLS 401 Comparative Political Economy or relevant POLS 430 Special Topics, or RELI 346 World Religions)

3 hrs. pre-19th Century History

3 hrs. HIST elective

## **POLITICAL SCIENCE MINOR (18 HOURS)**

POLS 201, 202 and 12 additional hours of POLS electives

## **SOCIAL SCIENCES MINOR (18 HOURS)**

HIST 244, POLS 201, SOCI 201 and nine additional elective hours of courses offered by the department at the 300 or 400 level

## **SOCIAL STUDIES FOR TEACHER LICENSURE MINOR (18 HOURS)**

Minimum 6 hours Political Science (must include POLS

202: American Political Process, plus one additional POLS course)

Minimum 6 hours Sociology (from SOCI 201:

Introduction to Sociology, SOCI 202 Social Problems, SOCI 310: Social Psychology or SOCI 400 Minority Groups or relevant SOCI 430:Special Topics)

3 hours Economics (ECON 203: Principles of Economics I)

3 hrs. elective (any GEOG course other than those counted in categories above)

## **SOCIOLOGY MINOR (18 HOURS)**

SOCI 201 and 15 additional hours of SOCI electives

## **ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS**

All students transferring under the Comprehensive Articulation Agreement must complete HIST 101 and 102 (or equivalent) as part of the General Studies curriculum. Transfer students seeking Social Studies licensure must also complete SSCI 205 or RELI 245 (or equivalent) as well as BIOL 104 or GEOL 105 or 106 (or equivalent).

# **DEPARTMENT OF WORLD LANGUAGES, LITERATURES, AND CULTURES**

## **FACULTY**

*Chair: Bernhard Martin*

*Professors: T. Cox, B. Martin, C. Moore*

*Associate Professor: M. High, L. Pagcaliwagan*

*Assistant Professor: T. Phillips, B. Coates*

*Instructors: R. Moore*

## **MISSION**

The mission of the Department of World Languages, Literatures, and Cultures is to teach students communicative skills in a world language through a curriculum which emphasizes a liberal arts philosophy and Christian values and, ultimately, produces graduates who have an appreciation and knowledge of another culture, its language, and its literature. Students who choose to major in any field of study offered by the Department of World Languages, Literatures, and Cultures will be proficient in speaking, reading, writing, and, in the case of ASL, signing the target language.

## **MAJORS**

World Languages, Literatures, and Cultures with Concentrations In French, German Studies, and Spanish

ASL

English As A Second Language With Teacher Licensure

French With Teacher Licensure

Spanish With Teacher Licensure

## **MINORS**

American Sign Language

Classical Languages

French

Intercultural Communication

Interpreting (available only to students majoring in American Sign Language)

Spanish

World Languages

Students who plan to major in a world language should take 101 and 102 during their first year of study in order to stay in sequence for graduation.

Students must begin their world language requirements for graduation in the General Studies Curriculum by the 4th semester of study. This means prior to beginning the third or junior year. It is highly recommended to take all language courses in a sequence without skipping a semester.



Transfer students transferring in at least 45 hours and needing this requirement will begin foreign language study their first semester at GWU. Requests for exceptions must go through the process for Academic Appeals.

Students who wish to prove proficiency in a language not taught by the department should see the department chair for options proving proficiency. If an exam is required it will be through ACFTL and the student is required to pay the fees.

Placement tests administered in the department only indicate the proficiency level of a student. They are not used to award course credit. Students who wish to take a course out of sequence, without the required prerequisites, must request permission from the department. Forms are available from the Department Chair.

## **WORLD LANGUAGES, LITERATURES, AND CULTURES WITH CONCENTRATIONS IN FRENCH, GERMAN STUDIES, AND SPANISH (42 HOURS)**

A major in World Languages, Literatures, and Cultures (WLLC) with concentrations in French, German Studies, and Spanish consists of 42 hours above the FREN 101 and 102; GERM 101 and 102; and SPAN 101 and 102 levels. The major consists of courses in four (4) tiers:

Foundation courses (9 hours) – an introduction into the relevant fields of their major (linguistics, intercultural communication, literature and film studies.

Language, literature, and culture courses above the 100 level taught in the target language (21 hours) - these courses will be taken by students of a specific concentration.

Comparative courses (9 hours) – these courses will be taken by students of all concentrations.

Capstone (3 hours) – a senior seminar focusing on the exploration, research, development, and presentation of a major research and analytical essay on a subject appropriate to the major (fall semester, senior year). The essay will be presented at a conference in the following spring semester.

A student's program of study is made in consultation with the faculty advisor.

Today, we are living in a world that is highly interconnected via commerce, travel, media and the Internet. We are more

than ever exposed to other languages, biographies, customs, histories and cultures. In order to understand world affairs and participate meaningfully in inter-cultural communication students need not only to learn a foreign language and to study its literature, culture and history, they also need to develop an inter-cultural competence. The study of foreign languages, their literatures and cultures expands their cultural horizon, sharpens their linguistic skills, and offers them the excitement of inter-cultural communication. In addition, by learning another language and studying another culture, they will arrive at a deeper understanding of their very own culture. An intercultural competence will increase students' marketability in fields such as business, education, the medical and legal professions, missions, media, tourism, politics, and many more areas that demand cultural literacy and inter-cultural communication skills.

## **GOALS**

1. Students who choose to major in any track of WLLC will be proficient in speaking, reading, and writing the target language;
2. Distinguish language as a human phenomenon: how it is used in social contexts, how the mind processes language, how language (first and second) are acquired, how it is compared to non-human forms of communication;
3. Describe culture as a context for communication by defining culture and identities within that culture, by understanding face-to-face and mediated communication, and by understanding culture's influence on perspective;
4. List cultural values: the dimensions of culture, dominant U.S. cultural patterns, comparative cultural patterns, culture and gender, contact between cultures;
5. Discover the basic theoretical and cultural concepts underlying historical and contemporary approaches to literature and of the major differences between them; and
6. Generate and articulate personal responses to literary and critical texts, and to explain the premises and assumptions underlying such personal responses.

## **CONCENTRATIONS**

French  
German Studies  
Spanish

## **COURSE REQUIREMENTS**

Foundation courses (9 hours):  
WLLC101 The Science Of Language: An Introduction To Linguistics

WLLC102 One World, Many Voices: An Introduction To Intercultural Communicative Competency  
WLLC103 The Art Of 'Reading:' Introduction To Literary And Film Studies

Language, literature, and culture courses above the 100 level taught in the target language (21 hours) - these courses will be taken by students of a specific concentration.

### **FRENCH (21 HOURS)**

FREN 201 Real World French: Let's Go!  
FREN 202 Real World French: Transitions  
FREN 301 Intensive French: Texts And Contexts  
FREN 302 Advanced French Expression  
FREN 305 Products, Practices, And Perspectives of France  
FREN 306 Products, Practices, And Perspectives Of The Francophone World  
FREN 309 Contemporary France  
FREN 310 French For Careers  
FREN 311 FREN312 French Study Abroad  
FREN 315 Lights, Camera, Action! Studies In French Film  
FREN 320 FREN321 International Experience  
FREN 403 Advanced French Oral Expression  
FREN 409 Seminar In French: Special Topics  
FREN 410 Voices That Formed Our World: Texts Of France  
FREN 420 Rediscovering New Worlds  
FREN 430 FREN440 Advanced Studies In Francophone Peoples And Cultures I, Ii  
FREN 495 FREN496 Independent Study I And Ii

### **GERMAN (21 HOURS)**

GERM 201 Real World German: Let's Go!  
GERM 202 Real World German: Transitions  
GERM 301 Intensive German: Texts And Contexts  
GERM 302 Advanced German Expression  
GERM 315 Lights, Camera, Action! Studies In German Film  
GERM 320 GERM 321 International Experience  
GERM 409 Seminar In German: Special Topics  
GERM 495 GERM 496 Independent Study I And Ii

With the approval of the WLLC department, 2 courses related to German culture, history, politics, etc. can be taken in other departments

### **SPANISH (21 HOURS)**

SPAN 201 Real World Spanish: Let's Go!  
SPAN 202 Real World Spanish: Transitions  
SPAN 301 Intensive Spanish: Texts And Contexts  
SPAN 302 Advanced Spanish Expression  
SPAN 305 Products, Practices, And Perspectives Of The Spanish-Speaking World  
SPAN 310 Spanish For Careers

SPAN 311 SPAN 312 Spanish Study Abroad  
SPAN 315 Lights, Camera, Action! Studies In Hispanic Film  
SPAN 320 SPAN 321 International Experience  
SPAN 403 Advanced Spanish Oral Expression  
SPAN 409 Seminar In Spanish: Special Topics  
SPAN 410 Voices That Formed Our World: Texts Of Spain  
SPAN 420 Rediscovering New Worlds  
SPAN 430 SPAN 440 Advanced Studies In Hispanic Peoples And Cultures I, Ii  
SPAN 495 SPAN 496 Independent Study I And Ii

### **COMPARATIVE COURSES (9 HOURS):**

WLLC 301 Girls Gone Mad: The Portrayal Of Female "Madness" In World Cinema  
WLLC 302 He Said, She Said: Gender And Communication  
WLLC 303 Women's Voices  
WLLC 304 Tasting the World One Plateful at a Time: A Study of Food, Language, and Culture  
WLLC 305 Dance 'Round the World: A Study of Dance and Cultural Diversity  
WLLC 306 Voices Of Exile

### **CAPSTONE (3 HOURS):**

WLLC 480 Senior Seminar

## **AMERICAN SIGN LANGUAGE (36 HOURS)**

The Mission of the ASL Program at GWU is to graduate students with advanced language proficiency and the cultural awareness and sensitivity to function within the deaf community as interpreters, teachers, counselors etc.

### **GOALS**

1. Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions;
2. Students comprehend and interpret live and recorded American Sign Language on a variety of topics;
3. Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a Variety of topics;
4. Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf Culture;
5. Students reinforce and further their knowledge of other disciplines through American Sign Language; and

6. Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf Culture.

## **COURSE REQUIREMENTS (36 HOURS)**

As prerequisites for the SGLG courses, ASL majors are required to take the WLLC foundation sequence (WLLC101, WLLC103, and WLLC103). ASL majors will also participate in the WLLC capstone course (WLLC480).

### **CLASSES REQUIRED FOR COMPLETING THE MAJOR ARE AS FOLLOWS (36 HOURS)**

SGLG 201 Intermediate Asl I  
 SGLG 202 Intermediate Asl Ii  
 SGLG 211 SGLG 212 Intensive ASL I AND II  
 SGLG 300 Introduction To The Deaf Community  
 SGLG 301 Advanced ASL I  
 SGLG 302 Advanced ASL II  
 SGLG 305 Deaf Culture  
 SGLG 407 Linguistics Of ASL  
 SGLG 495 Internship  
 SGLG 496 Internship

A selection of three courses (9 hours) from the following:

SGLG 401, 402, 408, 409, or 494 (or SLIN 303 if the student is not an Interpreting minor) (total 9 hours)  
 SGLG 401 The Sociolinguistics Of Sign Language  
 SGLG 402 ASL Literature And Folklore  
 SGLG 408 Introduction To Teaching ASL  
 SGLG 409 Special Topic

Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the Intermediate level during the fourth semester of ASL study in order to apply to major in ASL. The SLPI must be passed at the Advanced level in order to graduate. The student should contact the Director of the ASL program for additional information concerning this process. A \$100 fee is charged for each SLPI administration. There is no limit regarding the number of exams that can be taken, but a six month waiting period is required between each exam.

## **ENGLISH AS A SECOND LANGUAGE WITH TEACHER LICENSURE (30 - 36 HOURS)**

### **GOALS**

1. Advanced proficiency in English;
2. Intermediate proficiency in the world language (OPI scale);

3. An understanding of all aspects of the English language well enough to be able to explain and model the component skills for students;
4. The ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. The ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

## **COURSE REQUIREMENTS (30 - 36 HOURS)**

The classes in Second Language Education are arranged in cohorts based upon when the student begins taking the Methods/Practicum courses. Students are encouraged to take the first semester in their Sophomore year. The First Semester of Study covers the basic methods of Second Language instruction. The Second Semester of Study covers literacy and assessment in application. The Third Semester of Study covers managing the Second Language classroom. All courses include 10 weeks of practicum placement in the public schools with a licensed World Language teacher. These placements are based upon the course number in which the student is enrolled. Middle Grades Students take ESOL 335 which covers teaching English Language Learners in the content classroom.

ESOL 332 ESL Methods/Practicum K-6  
 ESOL 335 ESL Methods/Practicum 6-9  
 ESOL 338 Esl Methods/ Practicum 9-12  
 ESOL 400 ESL Seminar  
 ENGL 363 Structure Of The English Language  
 ENGL 364 Language And Literacy Through The Twenty-First Century  
 SOCI 400 Minority Groups  
 EDUC 302 Literacy Foundations  
 EDUC 306 Literacy And Language Arts For K-8  
 EDUC 312 Practicum In Literacy (K-6)  
 EDUC 316 Teaching Reading And Writing In The Content Areas  
 OR  
 ENGL 483 The Teaching Of Writing

Additional requirements include either FREN 202 or SPAN 202 and one 300-level course in either French or Spanish. This requirement will be waived by the department if the student demonstrates the required proficiency level in the selected language.

The candidate must also complete the Professional Education minor consisting of PSYC 303, and EDUC 250, 350, and 450. NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher

Education program. Students seeking ESL licensure K-12 are required to pass the Praxis II licensing exam during the last year of study before graduation.

## **FRENCH WITH TEACHER LICENSURE (36 HOURS)**

### **GOALS**

At the time of graduation, students majoring in French with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina.

### **COURSE REQUIREMENTS (36 HOURS)**

Classes required for completing the major with preparation for K-12 teacher licensure are the same as for the French concentration of the WLLC major in regards to the language, literature, and culture courses taught in the target language.

Students must also take:

- FREN 332 French Methods/Practicum K-6
- FREN 335 French Methods/Practicum 6-9
- FREN 338 French Methods/Practicum 9-12

The candidate must also complete the Professional Education minor consisting of PSYC 303, and EDUC 250, 350, and 450.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking French licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least ADVANCED HIGH prior to beginning Student teaching.

## **SPANISH WITH TEACHER LICENSURE (36 HOURS)**

### **GOALS**

At the time of graduation, students majoring in Spanish with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina

### **COURSE REQUIREMENTS (36 HOURS)**

Classes required for completing the major with preparation for K-12 teacher licensure are the same as for the French concentration of the WLLC major in regards to the language, literature, and culture courses taught in the target language.

Students must also take:

- FREN 332 French Methods/Practicum K-6
- FREN 335 French Methods/Practicum 6-9
- FREN 338 French Methods/Practicum 9-12

The candidate must also complete the Professional Education minor consisting of PSYC 303, and EDUC 250, 350, and 450. NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking Spanish licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least ADVANCED HIGH prior to beginning Student teaching.

## **AMERICAN SIGN LANGUAGE MINOR (15 HOURS)**

SGLG 305 Deaf Culture in combination with any other ASL courses at the 200-level or above. SGLG 101 and 102 do not count in the minor.

## **CLASSICAL LANGUAGES MINOR (15 HOURS)**

Any combination of Classical Language courses.

## **FRENCH MINOR (15 HOURS)**

Any combination of French courses at the 200-level or above. FREN 101 and 102 do not count in the minor.

## **INTERCULTURAL COMMUNICATION MINOR (18 HOURS)**

The new minor in Intercultural Communication will consist of 1 200-level foreign language course, 3 WLLC foundation courses and 2 selections from the WLLC courses offered in the comparative tier of the major. The main goal of the new minor is to build the intercultural competence of students.

## **INTERPRETING MINOR (18 HOURS; AVAILABLE ONLY TO ASL MAJORS)**

- SLIN 220 English Processing For Interpreters
- SLIN 303 Fundamentals And Theories Of Interpreting
- SLIN 320 Interpreting: Voice To Sign
- SLIN 321 Interpreting: Sign To Voice
- SLIN 403 Interpreting For Special Populations or
- SLIN 405 Principles Of Educational Interpreting
- SLIN 404 Signs In Application

## **SPANISH MINOR (15 HOURS)**

Any combination of Spanish courses at the 200-level or above. SPAN 101 and 102 do not count in the minor.



## **WORLD LANGUAGE MINOR (15 HOURS)**

Any combination of courses offered or approved by the department.

# **SCHOOL OF PERFORMING AND VISUAL ARTS**

## **ART FACULTY**

*Chair: Professor D. Knotts*

*Professor: S. Bell*

*Associate Professor: N. Bottoms*

*Assistant Professor: P. Spangler*

## **MUSIC FACULTY**

*Chair: Professor P. Etter*

*Professors: P. Etter, P. Sparti, M. Whitfield*

*Associate Professor: S. Turner*

*Assistant Professors: M. Cole, T. Hudson,*

*M. Soja, B. Moser*

*Instructors: J. Harmon*

## **THEATRE FACULTY**

*Chair: C. Nelson*

*Professors: J. Thomas*

*Associate Professor: A. Rich*

*Assistant Professor: C. Nelson*

## **MISSION STATEMENT**

The mission of the School of Performing and Visual Arts is to provide the finest professional musical, theatrical, and visual art education to GWU students, and the finest performances and education to the community-at-large, while providing a well rounded education that encompasses a liberal arts philosophy and Christian values while training students in the history, performance, exhibition, teaching, composition, business, creation and ministry of music, art, and theatre.

## **GOALS**

1. To provide a superior university education in art, music, and theatre;
2. To provide ample opportunities to perform and compose the finest repertoire, both old and new, from all areas of the world, in all styles, and to provide a creative outlet for artists to display works; and

3. To stimulate interest in the arts and to inspire our students to strive to attain their highest potential as performers, teachers, composers, music ministers, music executives, and visual technical artists, and to use that potential to serve God and Humanity.

## **STUDENT LEARNING OUTCOMES**

Student learning outcomes specific to each major offered by the department are described in the appropriate sections that follow.

## **MAJOR FIELDS OF STUDY**

The School of Performing and Visual Arts offers seven majors associated with three degree programs:

## **BACHELOR OF ARTS**

Art  
Art Education  
Music  
Theatre Arts

## **BACHELOR OF FINE ARTS**

Art

## **BACHELOR OF MUSIC**

Composition  
Emphasis in Business and Music Industry  
Music Education  
Performance  
Sacred Music

Students pursuing the B.M. degree must complete the General Studies requirements for that degree.

Students pursuing the B.A. in Music must complete the General Studies requirements for the B.A.

Students cannot receive both degrees.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, recital requirements, proficiency examinations, and attendance requirements are available in the office of the Chair,

## **DEPARTMENT OF MUSIC**

A grade of "C" or better is necessary to pass each course toward the major.

## **MINOR FIELDS OF STUDY**

Art History  
Music  
Studio Art  
Theatre Arts

# DEPARTMENT OF MUSIC

## FACULTY

*Chair: Professor Paul Etter*

*Professors: Paul Etter, Patricia C. Sparti,*

*James Mattox Whitfield*

*Associate Professor: Stafford Turner*

*Assistant Professor: Mark Cole, Tim Hudson,*

*Bruce Moser, Morgan Soja*

*Instructor: Jondra Harmon,*

The mission of the Department of Music of The School of Performing and Visual Arts is to provide the finest professional musical education to GWU students, and the finest performances and education to the community-at-large, while providing a well-rounded education that encompasses a liberal arts philosophy and Christian values while training students in the history, performance, teaching, composition, business, creation and ministry of music. We also seek to stimulate interest in the arts, and strive to stimulate in our students an interest in serving the Greater Glory of God by serving others with music.

## BACHELOR OF ARTS IN MUSIC

Music

## BACHELOR OF MUSIC DEGREES

Composition

Emphasis In Business and Music Industry

Music Education

Music Performance

Sacred Music

## DEPARTMENT OF MUSIC

The Music Program is accredited by the National Association of Schools of Music (NASM). Students entering as music majors or minors are required to take a Music Theory Placement Exam prior to the first week of class to gauge their level of theoretical competence. A first-time music major will be placed either in the sequence of MUSC 105-106 (First-Year) or MUSC 103- 104 (Basic Theory) according to exam results. Transfer music major placement is based on results following an exam which covers material from the last semester of music theory completed by the student.

Music majors who are not concentrating in piano are required to pass a piano proficiency examination as an integral part of the overall degree requirements. Non-piano concentrations must enroll for piano each semester until the piano proficiency is passed. Three to four semester hours in the secondary applied have been set aside in each Bachelor of Music curriculum (2 semester hours for the B.A. in Music) for this

purpose. Should the proficiency be passed before completion of the 3-4 hours of piano, the non-piano concentrations may take the remaining hours in any applied elective or performance ensemble. Piano concentrations must pass a sophomore screening and MUSC 259, which fulfill the piano proficiency requirement.

Each music major is required to satisfactorily participate in a major performing group each fall and spring semester while enrolled as a full-time student, except the student teaching semester. A student who requires more than eight semesters to complete a program may make a written request to the Chair of the Music Department for exemption from participation in a performance group after ten hours of performance organization credit have been acquired. Students must enroll in a performance group according to their concentration with the exception of Sacred Music: 4 hours of a major vocal performing ensemble and four hours in a major performing ensemble according to Concentration. Transfer students must complete a minimum of eight major performing group hours, (seven for Music Business), either from approved transfer hours or Gardner-Webb ensembles. Additionally, all music majors must complete a minimum of one hour in a chamber ensemble. All ensembles may be repeated for credit.

## B.A. IN MUSIC (49 HOURS)

### MISSION

Mission is to provide a broad overview of the discipline of music, including opportunities for either performance or research while providing opportunity for study in other areas of the liberal arts and sciences.

### STUDENT LEARNING GOALS

Students who graduate with a major in Music will:

1. demonstrate technical proficiency that enables artistic creativity and self-expression;
2. demonstrate the ability to compose and arrange music for private and public performance; and
3. be prepared for a career in a music-related field.

### COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 325, and 326 (20 hours)

MUSC 226 (hours counted in core)

MUSC 245, 246, 247, 248, 249, 257, or 259 (1 hour)

Performance Applied (12 hours)

Secondary Applied (2 hours)

Performance Group (8 hours)

MUSC 493 and 494 or MUSC 412 plus four elective hours (6 hours)

A minor is not required with this major.

## **B.M. IN MUSIC COMPOSITION (79 HOURS)**

### **MISSION**

1. to demonstrate technical proficiency that enables artistic creativity and self expression;
2. to develop an understanding of how the composer functions professionally in society;
3. to provide an environment in which to compose and arrange music for private and public performance; and
4. to prepare for advanced professional study in music.

### **STUDENT LEARNING GOALS**

1. Students will gain a broad knowledge of Music History and Literature;
2. Students will gain proficiency in Piano;
3. Students will gain an understanding of music theoretical knowledge;
4. Students will gain basic skills in music technology; and
5. Students will gain compositional knowledge and compose for various mediums.

### **STUDENT LEARNING OUTCOMES**

1. Students will gain a broad knowledge of 20th century styles and all style periods;
2. Students will be proficient in piano;
3. Students will become proficient in four part chorale writing; and
4. Student will become proficient in the music notation program Finale.

### **COURSE REQUIREMENTS**

MUSC 105, 106, 205, 206, 247, 305, 306, 325, 326, 405, 446, and 447,

MIBS 150 (30 hours)

MUSC 226 (hours counted in core)

Primary Applied (12 hours)

Performance Group (9 hours, with a minimum of one hour being in a small ensemble)

Secondary Applied (4-5 hours):

For Piano: Organ (2 hours); Voice (2 hours); Applied elective (1 hour)

For Organ and Vocal: Piano (4 hours); Applied elective (1 hour)

For Instrumental: Piano (4 hours)

MUSC 307, 308 405 (in addition to 305), 491, 492, and 497 (15 hours)

MUSC 245, 246, or 249 (2 hours)

Required by Concentration (6-7 hours):

For Piano: MUSC 259, 426, and 455

For Organ: MUSC 259, 427, and 459

For Instrumental: MUSC 349, 428, and 450

For Vocal: MUSC 257, 425, and 457

A minor is not required with this major.

## **B.M. IN MUSIC, WITH EMPHASIS IN BUSINESS AND MUSIC INDUSTRY (99 HOURS)**

### **MISSION**

1. be prepared for positions in many areas of the music business industry including, but not limited to arts administration and venue management;
2. demonstrate a broad knowledge of the music business industry; and
3. possess an understanding of theoretical and historical knowledge, listening skills, a high level of proficiency in one area of applied performance, and basic skills in conducting, keyboard, and music technology and production.
4. Explore the various careers/a broad knowledge of the Music Industry and be prepared for areas venue management and arts administration;
5. Gain a knowledge of Music Theory and Music History; and
6. Gain a High Level of Proficiency in one area of applied performance.

### **STUDENT LEARNING OUTCOMES**

1. The Internship in Music Business gives students 15 weeks of working in the industry and is measured by reports filled out by the intern supervisor;
2. MIBS 410 surveys a broad knowledge of the Music Industry and is demonstrated through examinations and class presentations;
3. Music Theory 1, 2, 3, 4, are required with regular examinations; and
4. Students take 11 credits of Applied Music Lessons in their principal concentration and must play a jury examination at the end of each semester, where they are graded by a three-professor panel on tone, intonation, technique, rhythmic accuracy, interpretation and musicianship, stage presentation, dynamics and expression.

## COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 247, 305 (or 405), 325, 326, 446 or 447 (24 hours)

MUSC 226 (hours counted in core)

Primary Applied (11 hours)

Performance Group (9 hours, with a minimum of one hour being in a small ensemble)

Secondary Applied (4 hours)

Non-Vocal Concentration 1 hr. VOIC 101 or MUSC 250/3 hours Secondary Applied (Must pass piano proficiency)

Vocal Concentration 4 hrs. –Must pass piano proficiency Piano Proficiency

MIBS 150, 300, 410, and 490 (21 hours)

Business Core: The candidate must also complete the Business Administration minor consisting of ACCT 213 and 214; CISS 300; ECON 203 and 204; FINC 312; MGMT 316; and MRKT 300 (24 hours)

Six hours of electives from Music.

Completion of this major includes requirements for a minor in Business Administration

## B. M. IN MUSIC EDUCATION (64 HOURS)

### STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music Education will demonstrate:

1. the knowledge base of learning, methodologies, social content, and professional development needed to teach in a private or public school setting;
2. the ability to perform and utilize musical understanding in the classroom and performance arenas; and
3. the competencies required to obtain North Carolina teacher licensure for grades K-12 in the fields of general music, instrumental, and vocal music.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revisioned. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

## COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 245, 246, 247, 305 (or 405), 306, 325, 326, 347, 348, 446, and 447,

MIBS 150 (36 hours)

MUSC 226 (hours counted in core)

Primary Applied (12 hours)

Performance Group (9 hours, with a minimum of one hour being in a small ensemble)

Secondary Applied (4 hours):

For Piano: Organ (2 hours); Voice (2 hours)

For Organ: Piano (2 hours); Voice (2 hours)

For Instrumental: Piano (3 hours); Voice (1 hour)

For Vocal: Piano (4 hours)

Required by Concentration (3 hours):

For Piano: MUSC 259 and 455

For Organ: MUSC 259 and 459

For Instrumental: MUSC 248 and 349

For Vocal: MUSC 257 and 457

The candidate must also complete the Professional Education minor consisting of Education 250, 316, 350, and 450; and Psychology 303.

NOTE: Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of one full semester prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year.

Additional requirements for the candidate for teacher licensure can be found in the School of Education's section in this catalog.

## B. M. IN SACRED MUSIC (78 HOURS)

### MISSION

1. to demonstrate the understanding of aesthetic principles found in Sacred music used for worship and Christian education;
2. to develop a continuing interest in the areas of music performance, worship, leadership, choral and instrumental conducting, and required communication skills; and
3. to think independently and critically concerning music, theology, and sacred music issues and their interrelationships.

### STUDENT LEARNING OUTCOMES

Students who graduate with a major in Sacred Music will:

1. recognize the aesthetic principles found in sacred music used for worship and Christian education;
2. demonstrate a continuing interest in the areas of music performance, worship, leadership, choral and instrumental conducting, and required communication skills; and



3. evaluate independently and critically concerning music, theology, and church music issues and their interrelationships.

## COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 245, 246, 247, 249, 257, 305 (or 405), 306, 325, 326, 347, 348, 446, 447, 465, 466, and 467, MIBS 150 (47 hours)  
 MUSC 226 (hours counted in core)  
 Primary Applied (12 hours)  
 Performance Group (9 hours, with a minimum of one hour in a small ensemble)  
 Secondary Applied (7-8 hours):  
 For Piano: Voice (5 hours); Organ (2 hours)  
 For Organ: Voice (5 hours); Piano (2)|  
 For Instrumental: Voice (4 hours); Piano (4 hours)  
 For Vocal: Piano (4 hours); Applied electives or Performance Groups or a combination of the two (4 hours)  
 Required by Concentration (2-3 hours):  
 For Piano: MUSC 259 and 455  
 For Organ: MUSC 259 and 459  
 For Instrumental: MUSC 450  
 For Vocal: MUSC 457

A minor is not required with this major.

## B. M. IN MUSIC PERFORMANCE (78 HOURS)

### MISSION AND STUDENT LEARNING OUTCOMES

Students who graduate with a major in Music Performance will:

1. demonstrate technical proficiency in the chosen concentration that enables a high level of artistic self expression in both solo and ensemble performance;
2. demonstrate musical understanding based on knowledge of music fundamentals and historical styles and the ability to use this understanding in aural, verbal, and visual analyses;
3. develop skill in composition and improvisation; and
4. develop familiarity with technological resources which can enhance research, composition, teaching, or performing.

## COURSE REQUIREMENTS

MUSC 105, 106, 205, 206, 211, 247, 305, 306, 312, 325, 326, 405, 413, 446, 447, 453, and 454, MIBS 150 (40 hours)  
 MUSC 226 (hours counted in core)  
 Primary Applied (18 hours)  
 Performance Group (10 hours, with a minimum of one hour in a small ensemble)  
 Secondary Applied (4 hours):  
 For Piano: Organ (2 hours); Voice (2 hours)  
 For Organ, Instrumental, and Vocal: Piano (4 hours)  
 Required by Concentration (6 hours):  
 For Piano: MUSC 259, 426, and 455  
 For Organ: MUSC 259, 427, and 459  
 For Instrumental: MUSC 248 (Non-Band instrumentalist may substitute two additional semester hours of performance group.), 428, and 450  
 For Vocal: MUSC 257, 425, and 457

A minor is not required with this major.

## MUSIC MINOR (18 HOURS)

A minor in Music requires 18 semester hours including Music 105, 106; 4 semesters of a performing organization (4 hours); and 6 hours of applied music (jury required and four hours of applied music must be in the same area) and/or conducting. Recital attendance is required ( $\frac{1}{2}$  of the number of recitals required for music majors) during the semester in which applied music credit is being earned toward the minor.

The student must also maintain an overall 2.00 GPA on all work counted toward the minor. A transfer student must complete at least 9 hours of the required minor at GWU.

## DEPARTMENT OF THEATRE ARTS

### FACULTY

*James W. Thomas, Dean, School of Performing and Visual Arts, Professor of Theatre*  
*Chris Nelson, Chair and Assistant Professor of Theatre*  
*Andrew D. Rich, Associate Professor*

### DEGREES

The Department offers the Bachelor of Arts in Theatre Arts

## MISSION STATEMENT FOR BACHELOR OF ARTS IN THEATRE PROGRAM

The Department of Theatre Arts at Gardner-Webb University seeks

1. To provide the necessary information, skills, and experiences for theatre majors to pursue successful careers in professional, educational, and community theatre;
2. To provide meaningful cultural experiences for the University family as well as the community at large; and
3. To offer opportunities for students, staff, faculty and community members to participate in professionally mounted theatre productions, fulfilling in part the mission of a liberal arts institution.

## B.A. IN THEATRE ARTS (54 HOURS)

### STUDENT LEARNING OUTCOMES FOR BACHELOR OF ARTS IN THEATRE PROGRAM

1. Students will explore significant traditions and historical developments of the theatre and important movements in dramatic literature that make theatre a vital expression of the human experience;
2. Students will build skills in creative expression, critical thinking, and communication;
3. Students will demonstrate fundamental skills in stagecraft and theatre performance; and
4. Students will create theatre experiences for live audiences, demonstrating a synthesis of theory and practice.

### COURSE REQUIREMENTS\*

#### CORE COURSE REQUIREMENTS (42 HOURS)

THEA 100	Acting I	(3 hours)
THEA 101	Acting II	(3 hours)
THEA 202	Voice and Diction	(3 hours)
THEA 203	Applied Theatre	(6 hours)
THEA 222	Stagecraft	(3 hours)
THEA 225	Beginning Stage Make-up	(3 hours)
THEA 235	Theatre Survey	(3 hours)
THEA 381	Theatre History and Literature I	(3 hours)
THEA 382	Theatre History and Literature II	(3 hours)
THEA 383	Theatre History and Literature III	(3 hours)
THEA 421	Playwriting	(3 hours)
THEA 434	Directing I	(3 hours)

#### CHOOSE 1 OF THE FOLLOWING

THEA 300	Introduction to Scene Design	(3 hours)
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THEA 320	Introduction to Lighting and Sound Design	(3 hours)
THEA 333	Introduction to Costume Design	(3 hours)

### THEATRE ELECTIVES (12 HOURS)

#### Choose 4 of the following:

THEA 200	Acting III	(3 hours)
THEA 201	Acting IV	(3 hours)
THEA 205	Summer Theatre Workshop	(3 hours)
THEA 332	Stage Combat	(3 hours)
THEA 390	Theatre Management	(3 hours)
THEA 400	Special Topics in Theatre	(3 hours)
THEA 435	Directing II	(3 hours)
THEA 442	Acting for the Camera	(3 hours)
THEA 493	Internship in Theatre Arts	(3 hours)
ENG 413	Shakespeare	(3 hours)

### THEATRE MINOR (18 HOURS)\*

#### CORE COURSE REQUIREMENTS (18 HOURS)

THEA 203	Applied Theatre**	(3 hours)
THEA 222	Stagecraft	(3 hours)
THEA 235	Theatre Survey	(3 hours)

#### Choose 1 of the following

THEA 100	Acting 1	(3 hours)
THEA 202	Voice and Diction	(3 hours)

\* Requirements for a minor in theatre arts may be fulfilled by satisfactory completion of eighteen hours in theatre; 12 hours of core requirements and 6 hours of electives. The student should consult with the theatre department chair for advisement.

\*\*1-hour class; must be taken a minimum of 3 semesters

## DEPARTMENT OF VISUAL ARTS

### FACULTY

*Chair: Professor Doug Knotts*

*Professors: Doug Knotts, Susan C. Bell*

*Associate Professor: Nancy R. Bottoms*

*Assistant Professor: Paula Caspar*

### MISSION STATEMENT

We believe that visual arts education is important in a world driven by visual persuasion. Our goal is to provide professional visual arts education to Gardner Webb University students within the context of a well-rounded liberal arts education. We will educate our students in our common Western artistic and cultural heritage.

Furthermore, we seek to broaden and expand the enthusiasm and intellectual depth of our students through exposure, education and understanding of non-Western cultures, and their artistic contributions and heritage, in keeping with our philosophy of a liberal arts education.

The department of art will develop the artistic skills and abilities of our students, celebrate their growth as individuals, as artists, and as art educators. We will train our students in the history, exhibition, teaching, composition, business, and creation, of art while upholding strong Christian values and ethics that hold a high regard for the dignity and worth of all people.

## MAJOR FIELDS OF STUDY

Bachelor of Art  
Bachelor of Fine Art  
Bachelor of Art Education

## MINOR FIELDS OF STUDY

Studio Art  
Art History

The Department offers two concentrations for Art majors matriculating in either of its degree programs. The Two dimensional track includes the mediums of Drawing, Painting, Figure Drawing, and Printmaking. The Three Dimensional track emphasizes Ceramics and Sculpture. All majors are required to exhibit individual selections of their work during both the junior and senior years of study. The junior exhibit helps prepare students for the more intensive senior exhibition, which must demonstrate a concentrated focus in technique, style and content. A thesis defending the work and a presentation of the thesis before art faculty is required. Majors are required to engage in active exhibition of their work and are required to submit entries to the annual undergraduate exhibit each year. Majors are required to attend two department sponsored field experiences each year and must attend four approved art events each year. The formulation of a digital slide portfolio, actual work portfolio, and resume are required for graduation. All art majors and art minors are required to submit foundation portfolios for department review prior to the junior year. Exhibit and portfolio requirements are detailed in the Art Student Handbook available online.

## ART - BACHELOR OF ARTS (50 HOURS)

### COURSE REQUIREMENTS

The General Studies requirements must be satisfied. ARTS 225 is suggested to meet the three hour requirement in the Dimensions of Self; it cannot be used to fulfill requirements

for the major. Classes required for completing the major are as follows:

Academic: ARTS 120 Art History I, ARTS 125 Art History II, ARTS 410 Senior Seminar I, ARTS 413 Senior Seminar II, ARTS 424 Senior Exhibitions I, and ARTS 426 Senior Exhibitions II in addition to one of the following: ARTS 140 19th Century Art History, ARTS 145 20th Century Art History, ARTS 305 Christianity and Art, or ARTS 416 Topics in Art History (14 hours)

Foundation Studio: ARTS 200 Two Dimensional Design, ARTS 210 Drawing I, ARTS 220 Three Dimensional Design-Design II, ARTS 250 Ceramics I, ARTS 260 Painting I, ARTS 280 Serigraphy I, ARTS 290 Sculpture I, and ARTS 341 Figure Drawing I (24 hours)

Level 300 12 elective hours at or above the 300 level. Nine of these hours must be taken from one studio sequence.

The required minor may be selected from any offered by the University.

## ART - BACHELOR OF FINE ARTS (67 HOURS)

### COURSE REQUIREMENTS

The General Studies requirements must be satisfied. Classes required for completing the major are as follows:

Art Academic: ARTS 120 Art History I, ARTS 125 Art History II, ARTS 410 Senior Seminar I, ARTS 413 Senior Seminar II, ARTS 424 Senior Exhibitions I, and ARTS 426 Senior Exhibitions II in addition to two of the following: ARTS 140 19th Century Art History, ARTS 145 20th Century Art, ARTS 305 Christianity and Art, or ARTS 416 Topics in Art History (17 hours)

Foundation Studio: ARTS 200 Two Dimensional Design, ARTS 210 Drawing I, ARTS 220 Three Dimensional Design, ARTS 250 Ceramics I, ARTS 260 Painting I, ARTS 280 Serigraphy I, ARTS 290 Sculpture, and ARTS 341 Figure Drawing I (these must be completed prior to or concurrently with required 300 level courses) (24 hours)

Level 300: 24 elective hours at or above the 300 level. 15 of these hours must be taken from one studio concentration sequence and the remaining nine hours from outside of the concentration.

A minor is not required with this major.

# ART - BACHELOR OF ART EDUCATION (79 HOURS)

Art Education Majors must complete an exhibition of work that demonstrates a concentrated focus in technique, style and content. A thesis defending the work and a presentation of the thesis before the art faculty is required. The formulation of a slide portfolio, work portfolio of original images, and resume are required. Exhibit requirements are detailed in the exhibition handout available to art majors from their advisor and can be viewed online at the art website.

## COURSE REQUIREMENTS

The General Studies requirements must be satisfied. ARTS 225 is suggested to meet the three hour requirement in the Dimensions of Self; it cannot be used to fulfill requirements for the major.

## CLASSES REQUIRED

Academic: ARTS 120 Art History I, ARTS 125 Art History II, ARTS 410 Senior Seminar I, ARTS 413 Senior Seminar II, ARTS 424 Senior Exhibitions I, and ARTS 426 Senior Exhibitions II in addition to one of the following:

ARTS 140 19th Century Art History, ARTS 145 20th Century Art History, ARTS 305 Christianity and Art, or ARTS 416 Topics in Art History (14 hours)

FOUNDATION STUDIO: ARTS 200 Two Dimensional Design, ARTS 210 Drawing I, ARTS 220 Three Dimensional Design-Design II, ARTS 250 Ceramics I, ARTS 260 Painting I, ARTS 280 Serigraphy I, and ARTS 290 Sculpture I (21 hours)

UPPER LEVEL STUDIO: 12 hours of upper level studio courses 300 or above. Nine of these hours must be taken from either two-dimensional or three dimensional studio sequence.

## REQUIRED MINOR

Art Education Minor of Thirty Hours: EDUC 250 Teaching in the 21st Century Schools, EDUC 350 Diverse Populations in 21st Century Schools, EDUC 316 Teaching Reading and Writing in the Content Areas; PSYC 303 Educational Psychology; ARTS 415 Arts Methods; EDUC 450 Student Teaching.

## SENIOR PROJECT

### LEARNING GOALS

1. Develop in students an appreciation of the visual arts, knowledge of art history, an understanding of the meaning of art within the context of its time and in the

relationship between art history, studio practice, and art education;

2. Teach students the ability to “read” and understand the formal concepts of art through knowledge of the elements and principles of design, and gestalt theories of perception as practiced in their work, and critique of art works from colleagues, and contemporary and historical works of art;
3. Educate and expect of our students an understanding of the concept of “content” in works of art and of the relationship between content, form and subject matter;
4. Teach art students how to work safely with tools and materials used in creating art;
5. Develop scholarship in the visual arts by educating, and requiring, our students to create art and to read and write critically about the visual arts including their own work;
6. Provide opportunities for our students to express their artistic understanding and develop visual and verbal skills in creating, and discussing works of art through art department studio critiques, art history presentations, and student and professional exhibitions; and
7. Develop in students the ability to contribute to the artistic dialogue from a broad perspective with enthusiasm for intellectual pursuit in the visual arts and a strong foundation for the advocacy of visual education for all people.

## STUDENT LEARNING OUTCOMES

The student will:

1. In their studio work, critiques, papers and presentations students will demonstrate through formal critiques, papers and critiques of their work and of their classmates’ work that they have knowledge, and understanding of art history and studio practice and that they can build upon the foundations of art work and ideas of earlier artists. Senior level art students will pass a comprehensive art history exam that tests knowledge of randomly selected work from all periods, times, movements and styles of art;
2. Create work for expressive, spiritual, intellectual, or aesthetic reasons in the formal language of art that exhibits use of the elements and principles of design;
3. Create art that address the content ideas of the student artist, within the context of his, or her time using the



language, tools and materials that will contribute and reveal ideas of the artist;

4. Safely create work using the professional tools and a wide variety of materials of art in order to shape a concrete image of their vision;
5. Create art for a required senior exhibit, write a creative thesis paper about the exhibit, and create an electronic and actual portfolio, that meets the standards of the department. Precede the senior requirements above with a junior exhibition and paper that prepares students for the senior exhibit;
6. Exhibit work in required undergraduate exhibits, participate in all studio critiques, participate in art history presentations and papers, participate in student and professional exhibits, participate in educational field trips to museums and art centers in fulfillment of department obligations and requirements; and
7. In their studio work, critiques, papers and presentations students will demonstrate that they contribute to the intellectual dialogue of art from a broad an inclusive perspective with art outreach, advocacy and visual education to the university body; students will share their art in exhibits, electronically and through the department web site.

### **ART HISTORY MINOR (18 HOURS)**

ARTS 120 Art History I and ARTS 125 Art History II  
(6 hours)

ARTS 200 Two Dimensional Design or ARTS 210  
Drawing I (3 hours)

ARTS 220 Three Dimensional Design-Design II, ARTS 250  
Ceramics I or ARTS 290 Sculpture I (3 hours)

ARTS 140 19th Century Art History, ARTS 145 20th  
Century Art History, ARTS 305 Christianity and Art,  
or ARTS 416 Topics in Art History (6 hours)

### **STUDIO ARTS MINOR (18 HOURS)**

ARTS 120 Art History I or ARTS 125 ART History II  
(3 hours)

ARTS 200 Two Dimensional Design or ARTS 210  
Drawing I (3 hours)

ARTS 250 Ceramics I or ARTS 290 Sculpture I (3 hours)

ARTS 250 Ceramics I, ARTS 260 Painting I, ARTS 280  
Serigraphy I, ARTS 290 Sculpture I, ARTS 322  
Drawing II, ARTS 341 Figure Drawing I, ARTS 342  
Figure Drawing II, ARTS 352 Ceramics II, ARTS 362  
Painting II, ARTS 382 Printmaking I, or ARTS 392  
Sculpture II Stone Carving (9 hours)

The minor in studio art requires the exhibit of a body of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by the art faculty one semester prior to the planned exhibit. The exhibit can be scheduled as soon as the minor is completed, or during the senior year, whichever comes first. Refer to exhibit requirements handout for art minors, available from faculty for required information and procedures.

## **ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS**

All students transferring under the Comprehensive Articulation Agreement and majoring in a field of study offered by the art department must meet portfolio and exhibition requirements.

# **COLLEGE OF HEALTH SCIENCES**

## **HUNT SCHOOL OF NURSING**

### **ASSOCIATE DEGREE IN NURSING PROGRAM**

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

*Dean and Associate Professor: Sharon Starr, PhD, RN*

*Pre-Licensure Nursing Program Chair: Candice Rome, DNP, RN*

### **FACULTY**

*Professors: J. Carlton, C. Miller*

*Associate Professors: G. Casterline, F. Sparti, S. Starr*

*Assistant Professors: T. Arnold, A. Hamrick, Q. Mooring, C. Rome, N. Waters, L. Wines*

*Instructors: A. Garlock, S. Creed-Hall, M. McNeilly, K. Williams, S. Tate, J. Parker*

### **MISSION STATEMENT**

The mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student centered programs of study for a diverse population of students that promotes academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

The Bachelor of Science in Nursing Program and the Associate Degree Nursing Program are accredited by the Accreditation Commission For Education In Nursing, Inc. (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone 404-975-5000, ([www.acenursing.org](http://www.acenursing.org).) and approved by the North Carolina Board of Nursing.

## GOALS

1. Establish a liberal arts educational environment based on Christian values fostering academic excellence, integrity, and a commitment to lifelong learning;
2. Provide student-centered programs of study based on current national competencies of nursing practice to meet the global health care needs of individuals, groups and communities in which holistic nursing practice, Christian caring, critical thinking, and professionalism are modeled;
3. Engage in partnerships with community health care facilities in the provision of service learning opportunities for students that includes patient-centered care, evidence based practice, and interdisciplinary collaboration; and
4. Graduate a diverse population of students who are prepared to practice patient centered nursing care that is culturally competent, holistic and professional within the context of a global environment in a manner that influences nursing and health care policy and practice.

## STUDENT LEARNING OUTCOMES

Graduates of the Associate Degree Nursing Program will:

1. Assess, analyze/diagnose, plan, implement, and evaluate nursing care utilizing a hierarchy of needs theory to provide for the client's optimum level of wellness consistent with his/her coping abilities, teaching needs, and capacity for self-care;
2. Provide holistic nursing care for clients in various stages of the lifespan characterized by critical thinking, clinical and cultural competence, and utilization of therapeutic interpersonal skills, with attention to sociocultural forces that impact health care and caring which is consistent with the Christian faith;
3. Communicate with clients, their families and/or significant others, and other health care providers in the planning and delivery of health services;
4. Manage nursing care for groups of clients with health care needs in varied settings which include hospitals, extended care facilities, and other community health care agencies;
5. Practice nursing according to ethical and legal standards as a contributing member within the discipline of nursing,

and assume responsibility for his/her own practice and self-development;

6. Utilize informatics in the participation and application of evidenced based research and quality improvement in daily nursing practice; and
7. Recognize the theoretical underpinnings of nursing practice and research.

Graduates of the Bachelor of Science in Nursing Degree Program will:

1. Assess, analyze/diagnose, plan, implement, and evaluate nursing care utilizing a hierarchy of needs theory to provide for the client's optimum level of wellness consistent with his/her coping abilities, teaching needs, and capacity for self-care;
2. Provide holistic nursing care for clients in various stages of the lifespan characterized by critical thinking, clinical and cultural competence, and utilization of therapeutic interpersonal skills, with attention to sociocultural forces, including technology, which impact health care and caring which is consistent with the Christian faith;
3. Communicate with clients, their families and/or significant other and members of the client's interdisciplinary team in the planning and delivery of health services;
4. Manage nursing care for groups of clients with health care needs in varied settings, which include hospitals, extended care facilities, and other community health care agencies;
5. Practice nursing according to ethical and legal standards as a contributing member within the discipline of nursing and assume responsibility for his/her own practice and self-development;
6. Utilize informatics in the participation and application of evidence-based research and quality improvement in daily nursing practice;
7. Recognize and apply the theoretical underpinnings of nursing practice and research in the provision of evidence-based practice to individuals, families and populations in a variety of settings; and
8. Employ knowledge of leadership theory and the political system in providing direct and indirect care to clients.

## MAJOR FIELDS OF STUDY

The Hunt School of Nursing offers two programs of study preparing students for licensure as a Registered Nurse:

The Associate of Science in Nursing (ADN)

The Bachelor of Science in Nursing (BSN)

## MINOR FIELDS OF STUDY

None offered.

## ADMISSIONS CRITERIA

The best-qualified applicants are selected from those who apply to the Hunt School of Nursing. Waiting lists for acceptance are established as necessary. The Hunt School of Nursing Admissions Committee considers academic performance, courses completed, and other factors in determining qualified applicants. Minimum criteria for full admission to the ADN and BSN programs are:

Minimum high school/transfer GPA of 3.0 on a 4.0 scale  
Minimum SAT score of 1050 (with at least 500 in Critical Reading and 500 Math) OR

Minimum ACT score of 22 (with at least 21 in English, 18 in Math and 20 in Reading) OR

Satisfactory TEAS V score, OR

Minimum Kaplan admission test score (Math 75, Reading 73, Science 53, English 61, Critical Thinking 66, Overall 67)

Minimum grade of "C" (2.00) in high school or college Biology, Chemistry, and Algebra. These grades must be reflected in the transcripts you provide with your application.

Satisfactory Criminal Background History results for all states of residence for the past ten years.

Any allegations or charges of misdemeanors or a felony that occurs after the Criminal Background History results have been submitted must be reported to the Hunt School of Nursing immediately. Clinical sites have the right to deny a student's access based on the criminal background. This denial would result in the student's inability to successfully complete the nursing program.

In addition, the following criteria must be met before beginning nursing courses:

CNA I: Must be completed prior to beginning nursing courses in the fall semester. Satisfactory physical and mental health, immunizations required by the University and Hepatitis B, Varicella (Chicken Pox) titer showing

immunity or documentation of Varicella immunization, 2 step Tuberculin test (PPD), and annual influenza immunization.

Satisfactory drug screening and finger printing: This is a requirement for the healthcare facilities where students complete the clinical components for the nursing program. Clinical sites have the right to deny a student's access.

CPR Certification for Healthcare Providers through American Heart Association: Must be completed prior to beginning nursing classes in the fall semester.

Students transferring in any required courses are required to meet all of the admission criteria in regard to standardized test scores and must also have a GPA of at least a 3.0 on all previously taken college-level course work (subject to Gardner-Webb's transfer credit policy). Priority admission for current Nursing Intended students enrolled at Gardner-Webb University is at the discretion of the Admission Committee based on meeting full admission criteria and completion of recommended general education courses. Progression criteria for currently enrolled students in the Hunt School of Nursing are listed in the Pre-Licensure Handbook. Eligibility for licensure as a Registered Nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act 2007. Note: All states have similar stipulations. Students enrolled at Gardner-Webb University who wish to enroll in the nursing program must apply through the Admissions Office.

## ASSOCIATE DEGREE IN NURSING COURSE REQUIREMENTS (72 CREDIT HOURS)

### GENERAL STUDIES COURSE REQUIREMENTS (29 CREDIT HOURS)

BIOL 105, 203, and 204 (12 SH)

PSYC 201 and 206 (6 SH)

ENGL 101 and 102 (6 SH)

RELI 101 or 102 (3 SH)

Any PHED activity course (1 SH)

DIMENSIONS 111 and 112 (1 SH)

### MAJOR COURSE REQUIREMENTS (43 CREDIT HOURS)

NURS 106 Fundamental Concepts in Nursing (5 SH)

NURS 107 Fundamental Concepts Experiential Lab  
(1 SH)

NURS 108 Application of Fundamental Concepts (1 SH)  
 NURS 109 Basic Concepts in Health Assessment (2 SH)  
 NURS 110 Health Assessment Experiential Lab (1 SH)  
 NURS 114 Basic Concepts in Clinical Nursing (7 SH)  
 NURS 115 Basic Concepts Experiential Lab (1 SH)  
 NURS 116 Application of Basic Concepts (2 SH)  
 NURS 206 Nursing Concepts for Childbearing Families (7 SH)  
 NURS 207 Childbearing families Experiential Lab (1 SH)  
 NURS 208 Application of Nursing for Childbearing Families (2 SH)  
 NURS 209 Advanced Concepts in Clinical Nursing (6 SH)  
 NURS 210 Advanced Concepts Experiential Lab (1 SH)  
 NURS 211 Application of Advanced Concepts (3 SH)  
 NURS 290 Transition to Practice (3 SH)

NURS 307 Communication Skills in Nursing (3 SH)  
 (fulfills the 3 SH Oral Communication  
 General Education Core Requirement:  
 NURS 339 Pharmacology in Nursing Practice (2 SH)  
 NURS 340 Nutrition in Nursing Practice (2 SH)  
 NURS 341 Adult Health I (6 SH)  
 NURS 342 Adult Health I Lab (1 SH)  
 NURS 343 Adult Health I Practicum (2 SH)  
 NURS 361 Maternal/Child Nursing (6 SH)  
 NURS 362 Maternal/Child Nursing Lab (1 SH)  
 NURS 363 Maternal/Child Nursing Practicum (2 SH)  
 NURS 441 Nursing Care of the Older Adult (3 SH)  
 NURS 442 Nursing Trends and Issues (3 SH)  
 NURS 443 Essentials of Public Health and Community Nursing (3 SH)  
 NURS 444 Public Health and Community Nursing Practicum (1 SH)  
 NURS 460 Essentials of Nursing Management/Leadership (3 SH)  
 NURS 461 Adult Health II (6 SH)  
 NURS 462 Adult Health II Lab (1 SH)  
 NURS 463 Adult Health II Practicum (3 SH)  
 NURS 470 Research for Evidence-Based Practice (3 SH)

## **BACHELOR OF SCIENCE IN NURSING COURSE REQUIREMENTS (128-133 CREDIT HOURS)**

GENERAL STUDIES COURSE REQUIREMENTS (64-70 SH depending on student's entering foreign language competency):

RELI 101 and RELI 102 (6 SH)  
 ENGL 101 and ENGL 102 (6 SH)  
 One of the following: ENGL 211, 212, 231, 232, 251, or 252 (3 SH)  
 Foreign Language through the 102 level (6 SH)  
 History 101 and History 102 (6 SH)  
 One of the following: SSCI 205 or RELI 245 (3 SH)  
 Two of the following: ECON 203, POLS 202, HIST 245, or COMM 230 (6 SH)  
 PSYC 201 and PSYC 206 (6 SH)  
 BIOL 105, BIOL 203, and BIOL 204 (12 SH)  
 One of the following: MATH 105, 110, 151, or 219 (3 SH)  
 HLED 221 (3 SH)  
 One of the following: ARTS 225, MUSC 225 or THEA 235 (3 SH)  
 One of the following: PHED 140-145, 150-159, or 160-165 (3SH)  
 DIMS 111-116 (3 SH)

## **NURSING CORE COURSES (63 SH)**

NURS 239 Nursing Assessment (2 SH)  
 NURS 240 Nursing Assessment Lab (1 SH)  
 NURS 261 Intro to Nursing (4 SH)  
 NURS 262 Intro to Nursing Lab (1 SH)  
 NURS 263 Intro to Nursing Practicum (1 SH)  
 NURS 300 Concepts in Professional Nursing (3 SH)

Enrollment in a pre-licensure program (ADN or BSN) requires a minimum grade of "C" (2.00) in each nursing and science course for progression in the program. No more than one nursing or one science course may be repeated. A second grade of less than a "C" (2.00) in any nursing or science course will result in dismissal from the respective program.

## **ADVANCED PLACEMENT FOR THE ASSOCIATE DEGREE NURSING PROGRAM**

Eligibility for advanced placement into the Associate degree nursing program (ADN) for Licensed Practical Nurses (LPN) includes the following:

Current unrestricted LPN license

Admission to Gardner-Webb University and to the Hunt School of Nursing

Transfer courses leading to licensure as a Practical Nurse

Successful Completion of Human Anatomy & Physiology I (BIO 203), General Psychology (PSY 201), Basic Concepts of Health Assessment (NUR 109) and Health Assessment Experiential Lab (NUR 110)

Cumulative GPA of 3.0 on all transfer courses



All Licensed Practical Nurses (LPN) who meet these requirements may be accepted into the second semester of the ADN program based on available space. The course of study will begin with the regular nursing sequence of courses scheduled for a second semester first year ADN student.

## **SCHOOL OF PREVENTIVE AND REHABILITATIVE HEALTH SCIENCES**

*Dean: Dr. Heather Hudson, Assistant Professor*

### **FACULTY**

*Associate Professors: J. Hartman*

*Assistant Professors: D. Granniss*

### **MISSION STATEMENT**

The mission of the School of Preventive and Rehabilitative Health Sciences (PRHS) is to integrate the knowledge, skills, and values of the health sciences that contribute to the prevention of disease and disability and maintenance and restoration of health and function. We deliver student-centered education that is accentuated by evidence-based teaching in the cognitive (knowledge), psychomotor (skills), affective (abilities) learning domains, within a Christ-centered environment that emphasizes faith, service, leadership, and a commitment to life-long learning. We focus on the prevention and management of disease and disability through the promotion of healthy behaviors and lifestyles, effective assessment, and early intervention through the use of evidence-based exercise prescription, treatment, and rehabilitation to restore health and function. Although united by a common mission, each of the interrelated academic programs (Athletic Training, Exercise Science) has its own distinct body of knowledge, skills, and abilities to achieve the following goals:

### **MAJOR FIELDS OF STUDY**

The School of Preventive and Rehabilitative Health Sciences offers two majors leading to the Bachelor of Science degree:

Athletic Training  
Exercise Science

### **ATHLETIC TRAINING (42 HOURS)**

Gardner-Webb University athletic training program is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

## **MISSION STATEMENT**

The mission of the Gardner-Webb University athletic training program (ATP) is to provide the highest quality education that is grounded in a Christian set of values to each and every athletic training student regardless of race, age, or gender through quality instruction and hands-on clinical experiences. Each athletic training student (ATS) will be a well-educated critical thinker and actively engaged in the prevention, recognition and evaluation, management/treatment and disposition, rehabilitation, organization and administration, and education and counseling for injuries occurring to athletes and physically active individuals. Upon meeting all graduation requirements and passing the Board of Certification (BOC) examination, ATSs will find themselves prepared for an entry-level position within the profession of athletic training.

## **TRANSFER STUDENTS**

Any student wishing to transfer into the athletic training program must submit transcripts, syllabi, and course descriptions to the Athletic Training Program Director (AT PD) for all athletic training classes for credit evaluation. All admission requirements contained within ATTR 101 must be met for admission into the athletic training program. Classes containing cognitive competencies will be evaluated to see which, if any, fulfill the Athletic Training Program requirements. Classes containing psychomotor competencies will require a challenge examination. Course credit will be awarded after a student has taken the challenge examination and demonstrated proficiency of those competencies. The student will have the first semester of enrollment to take the challenge examination and demonstrate proficiency of psychomotor competencies.

## **ADMISSION REQUIREMENTS**

The following courses are required for admission into the Athletic Training Program:

ATTR 101 Introduction to Athletic Training  
ATTR 222 First Aid and Management of Acute Injuries and Illnesses  
BIO 101 Human Biology

A grade requirement of "C" (2.00) or higher is required for BIO 101, ATTR 101 & 222.

### **OBSERVATION PERIOD**

Prospective athletic training students are encouraged to express their interest to the AT PD prior to, or during, the fall semester to be advised of the necessary requirements. Admittance into the ATP occurs each year at the conclusion of the spring semester. Any prospective athletic training student wishing to pursue a major in athletic training must

successfully progress through a 10-week fall or spring semester observation in order to be eligible for admittance into the program.

Observation consists of prospective athletic training students being assigned to on-campus Preceptors allowing each student a wide range of experience while accumulating a minimum of 60 hours of observation. The student can obtain observation hours during morning, afternoons, evenings, or weekends based upon the schedule of the assigned Preceptor.

#### APPLICATION PERIOD

At the completion of the 10-week observation period and following the accumulation of 60 observation hours, prospective athletic training students are eligible to apply to the AT Program. The process begins with completing an application form that is distributed during ATTR 101. In addition, three letters of recommendation and an essay on the observation experience are required. Lastly, proof of immunizations, or a signed declination of vaccination(s) must be provided. Upon receiving all of the required information, an entrance interview will be conducted by a committee comprised of athletic training faculty and staff as well as a member outside of the ATP.

Following the interviews, prospective candidates will be selected and offered admission within the program contingent upon successful completion of required courses with required grades and an overall GPA of 2.37. Students not selected are encouraged to reapply to the program the following spring semester. The readmission process will be handled on an individual basis, but the student may be required to begin the process from the beginning (ATTR 101).

At the discretion of the athletic training program, a student may be admitted on a provisional basis. A set of benchmarks, based on the individual student's situation, will be determined and communicated to the student in writing. A meeting will be held with the AT PD and student to discuss admission status and outlined benchmarks. Signatures of involved parties will be obtained indicating acceptance of the benchmarks set forth by the athletic training program. In order to progress within the athletic training program, the student must meet agreed upon benchmarks within the specified time frame; not doing so will result in dismissal from the program.

Students accepted into the program continue their athletic training course work and clinical education the following fall semester.

Due to the competitive admission requirement of the program, the number of prospective athletic training students accepted each year into the program will vary. Total program enrollment is limited to a maximum of 36 students. The number accepted each year will be based upon the number of

vacant spots available. Acceptance into the program is not guaranteed based upon a student completing the observation period, but rather upon meeting all established criteria for acceptance.

## GRADE REQUIREMENTS

Athletic training students are expected to maintain a cumulative GPA of 2.50 or higher by the end of the fall semester sophomore year. In accordance with University policy, each student must have a minimum grade of "C" (2.00) on each course in the major field of study. Failure to make a mark of "C" (2.00) or higher will not allow the student to take additional coursework within the major until a satisfactory grade is completed for the course(s) involved. Athletic training students must also have a minimum grade of "C" (2.00) in their additional course requirements (EXSI 335: Kinesiology, EXSI 347: Physiology of Sport and Exercise, EXSI 224: Nutrition for Wellness and Performance, BIOL 203 and 204: Human Anatomy and Physiology I and II).

## ACADEMIC PROBATION

Any ATS may be placed on academic probation for unacceptable progress in his/her clinical education, any violation of the ATS code of conduct, or if his/her cumulative GPA falls below 2.50 after admittance into AT Program.

At the end of each semester each ATS's overall performance is formally reviewed and if necessary, the student is notified by the AT Program Director in writing of their probationary status.

Probation may include provisions such as required study hall, alteration of clinical education experience time, community service or any other deemed appropriate for the violation/s. Decisions regarding such provisions will be determined by the AT PD and other parties as necessary (CEC, Preceptor, etc.). If at the end of the probation semester, the ATS has been unable to attain academic standards, make satisfactory progress or complete provisions as outlined by AT PD, they will be suspended resulting in dismissal from the athletic training program.

## SUSPENSION

An ATS may be suspended for inadequate academic progress, conduct/behavioral concerns, or failure to meet standards set forth by the athletic training program. Suspension is defined as dismissal from the ATP which can occur due to not meeting probation standards, reaching a disciplinary level three, or violating a policy (AT or GWU) where suspension is appropriate. Suspension may result immediately or may take effect at the end of an academic semester.

Academic suspension is defined as receiving a "C-" or below in one of the required athletic training courses (this includes

both the major courses and additional requirements). The ATS will be unable to continue sequencing through AT courses or clinical education until he/ she has retaken the course and received the required grade. If an ATS is suspended from the program for academic ineligibility, he/she may reapply to the program once he/she has met athletic training program standards as outlined by the suspension notification. Reapplying consists of completing an abbreviated application form and an interview with the AT PD and CEC. The ATS would re-enter the program at the level last completed successfully. ATS who are suspended for academic reasons can request academic assistance from the AT PD. ATSs who are suspended for other reasons may not be eligible to reapply to the ATP; eligibility will be outlined in a formal suspension letter to the ATS.

## TECHNICAL STANDARDS

The Athletic Training Program at Gardner-Webb University is a rigorous and intense, competency-based program that places specific requirements and demands on the students enrolled in the program. These specific requirements are determined by National Athletic Trainer's Association-Education Council and are identified in the document "NATA Athletic Training Education Competencies". An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Abilities and expectations must be met by all students admitted to the Athletic Training Program. For a listing of the specific cognitive and psychomotor skills necessary for successful completion of the Gardner-Webb University Athletic Training Program, please refer to the Clinical Skills Manual or contact the Athletic Training Program Director.

## ADDITIONAL COSTS

All costs incurred with application and acceptance into the program is the athletic training student's responsibility. These costs may include, but are not limited to:

1. Uniform costs;
2. Health Insurance;
3. Background Check;
4. Transportation to and from off-campus sites;
5. Supplies: fanny pack, scissors, etc;
6. Membership to athletic training organizations approximately \$90.00;

7. Liability/malpractice insurance approximately \$30.00; and
8. Annual training/recertification fees as required by the ATP.

## STUDENT LEARNING GOALS

1. Students will use critical thinking and problem solving skills within the cognitive, psychomotor, and affective domains presented in both the didactic and clinical settings;
2. Students will use effective interpersonal skills and strategies to communicate with individuals, professionals, and society;
3. Students will encompass professional attributes that align with the foundational behaviors of professional practice; and
4. Students will engage in leadership, learning, and service to the athletic training profession as well as local, national, and global communities.

## STUDENT LEARNING OUTCOMES

1. A. Demonstrate the knowledge and/ or skills that pertain to the treatment, rehabilitation and/ or reconditioning of a physically active person with an injury or illness;  
B. Utilize evidence based practice information and skills to facilitate appropriate care for a variety of patient populations;
2. Demonstrate verbal, non-verbal, and written communication skills that are organized, coherent, accurate, and professionally prepared and delivered;
3. A. Recognize, summarize, and integrate culture competence knowledge and skills for diverse patient populations within a variety of settings;  
B. Recognize, summarize, and integrate primacy of patient knowledge and skills within a variety of settings; and
4. Recognize current events and/or opportunities that exist within the profession of athletic training and actively participate in such opportunities.

## COURSE REQUIREMENTS

The athletic training major requires 42 semester hours with a grade of "C" (2.00) or higher in the following Athletic Training courses:

ATTR 101 Introduction to Athletic Training,  
 ATTR 200 Athletic Training Clinical I,  
 ATTR 201 Athletic Training Clinical II,  
 ATTR 222 First Aid and Management of Acute Injuries  
 and Illnesses,  
 ATTR 225 Recognition and Care of Injuries,  
 ATTR 230 Fundamentals of Protective Equipment and  
 Prophylactic Procedures,  
 ATTR 300 Athletic Training Clinical III,  
 ATTR 301 Athletic Training Clinical IV,  
 ATTR 324 Evaluation of the Lower Extremity,  
 ATTR 325 Evaluation of the Upper Extremity,  
 ATTR 332 Rehabilitation and Reconditioning,  
 ATTR 342 Athletic Training Organization and  
 Administration,  
 ATTR 400 Athletic Training Clinical V,  
 ATTR 401 Athletic Training Clinical VI,  
 ATTR 402 Medical Conditions and Pharmacology,  
 ATTR 404 Therapeutic Modalities, and  
 ATTR 430 Athletic Training Seminar.

#### **ADDITIONAL COURSE REQUIREMENTS INCLUDE**

EXSI 224 Nutrition for Wellness and Performance,  
 EXSI 335 Kinesiology, and  
 EXSI 347 Physiology of Sport and Exercise,  
 Biology 203 and 204 Human Anatomy and Physiology I  
 and II (an additional elective hour must be completed  
 for this to be counted as an 18 hour interdisciplinary  
 minor).

Additional information can be obtained from the Gardner-Webb Athletic Training website and the Athletic Training Student Manual.

## **EXERCISE SCIENCE (49-59 HOURS)**

### **DEGREE REQUIRES AN ADDITIONAL SUMMER**

#### **OVERVIEW**

The Exercise Science major prepares undergraduate students with the knowledge, skills, and abilities to work as professionals in the exercise science and health professions. Exercise science professionals are skilled in evaluating health behaviors and risks factors, conducting fitness assessments, developing and implementing safe and effective exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors. Exercise science professionals perform these activities in medical, commercial, university, corporate, or community settings where their clients participate in health promotion, fitness, sports performance, and rehabilitation activities.

#### **MISSION STATEMENT**

The mission of the Exercise Science major at Gardner-Webb University is to develop competent and contributing entry-

level professionals in the field of exercise science in the cognitive (knowledge), psychomotor (skills) and affective (abilities) learning domains, with a Christian foundation grounded in the Liberal Arts tradition. This is accomplished by providing quality academic preparation that incorporates both classroom and supervised practical experiences.

#### **ADMISSION REQUIREMENTS**

University acceptance to pursue the Exercise Science major does NOT guarantee admission into the Exercise Science major. Formal application to the Exercise Science major must be completed by the student according to the following procedures:

1. It is the student's responsibility to submit an Application to the Major form to the School of Preventive and Rehabilitative Health Sciences Administrative Assistant in the semester in which s/he is enrolled in 48 credit hours.
2. The application must be submitted by October 1st in the Fall and March 1st in the Spring.
3. By the beginning of the semester following application, students will receive notification of acceptance or denial to the major according to the following:

1. Acceptance – The student has fulfilled all major requirements in the section Prerequisites to the BS Major Core in the Exercise Science Major (see WebbConnect Audit), and has an overall and major GPA of 2.5. Once the student has been accepted into the Exercise Science Major, it will take the student at least four semesters to complete the curriculum, plus a 6-credit summer internship.

2. First Denial – Not fulfilling the requirements as stated above will result in a first denial. Failure to submit an application will also result in a first denial. Students who are denied for the first time are not permitted to take required upper level courses. Students must reapply for a second time the following semester.

3. Second Denial – If students do not meet the requirements again, they are denied the second time. Failure to submit an application will also result in a second denial. In the case of a second denial, students are not retained in the major and their major is changed to Undecided. Students are not permitted to reapply to the Exercise Science Major for one year following a second denial. If after one year the student has an overall and major GPA of 2.5, s/he may reapply and repeat the application process as stated previously.



## RETENTION

Students who are admitted into the program must maintain a major and overall GPA of 2.5 and earn a “C” or better in all EXSI major courses. Students are not permitted to do their internship unless they have met GPA and grade standards for the Exercise Science major. Failure to maintain the GPA requirement will result in a one semester probationary period in which the student must remedy any deficiencies. Failure to earn a “C” or better in an EXSI major course will result in a probationary period until the course is re-taken and the minimum grade standard is achieved. If s/he is not able to attain the necessary GPA requirements or grade standards by the end of the probationary period, s/he will be removed from the program. If a student is suspended from the program, s/he is eligible to reapply once s/he has met the Exercise Science standards. Reapplying consists of completing an abbreviated application form and an interview with the Exercise Science Program Director.

## CHANGING TO EXERCISE SCIENCE MAJOR

Any student changing his/her major to Exercise Science MUST have an overall GPA of 2.5.

## ADDITIONAL COSTS

Students are required to maintain current Adult CPR/AED certifications while enrolled in EXSI 451 (Internship) and complete a national credentialing examination through the American College of Sports Medicine (ACSM) OR National Strength and Conditioning Association (NSCA) at their own cost. Students may also be asked to obtain liability insurance and/or complete a drug test and/or criminal background check while enrolled in EXSI 451 (Internship) at their own cost.

## STUDENT LEARNING OUTCOMES

### **PROFESSIONAL INTERACTION AND COMMUNICATION**

To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback.

### **PROFESSIONAL COMPETENCE**

To utilize knowledge, skills, and abilities to evaluate health behavior and risk factors; develop, implement, and evaluate exercise and wellness programs, and employ behavioral strategies to motivate individuals to adopt and maintain positive lifestyle behaviors.

### **PROFESSIONAL ETHICS AND CONDUCT**

To demonstrate behavior, grounded in Christian faith and the Liberal Arts tradition, that preserves the integrity of a

profession, prevents misrepresentation, and protects the consumer.

### **PROFESSIONAL AND PERSONAL DEVELOPMENT**

To continuously improve knowledge, skills, and abilities and to uphold a professional image through actions and appearance.

### **PROFESSIONAL DECISION MAKING (PROBLEM SOLVING)**

To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.

## MAJOR REQUIREMENTS

### **PREREQUISITES TO THE BS PROGRAM CORE (19 HOURS)**

BIOL 111 General Biology, BIOL 203 Anatomy of Physiology I, BIOL 204: Anatomy and Physiology II, CHEM 111 General Chemistry I, EXSI 200 Introduction to Exercise Science

### **REQUIRED CORE COURSES (20-21 HOURS)**

BIOL 222 Medical Terminology, EXSI 335 Kinesiology, EXSI 432 Seminar in Exercise Science, EXSI 451 Internship in Exercise Science, MATH 105 Statistics (Health Fitness Concentration) or MATH 151 Calculus (Pre-Professional Concentration), PHED 145 Weight Training, RELI 341 Christian Ethics.

## HEALTH FITNESS CONCENTRATION

### **(37 HOURS - 15 HOURS ELECTIVES FROM APPROVED CONCENTRATION ELECTIVES)**

EXSI 224 Nutrition for Wellness and Performance, EXSI 306 Exercise Physiology I, EXSI 310 Exercise Testing and Prescription, EXSI 406 Exercise Physiology II, EXSI 410 Exercise Programming for Special Populations, EXSI 420 Strength and Conditioning Theory and Practice.

### **HEALTH FITNESS APPROVED CONCENTRATION ELECTIVES\***

BIOL \*\*\* (Specialized Biology), CHEM 201 Organic Chemistry I, CHEM 202 Organic Chemistry II, CHEM 422: Biochemistry, EXSI 315 Motor Behavior, EXSI 320 Exercise and Sport Psychology, EXSI 351 Special Topics in Exercise Science, EXSI 360 Exercise Science Travel, EXSI 421 Practicum in Exercise Science, EXSI 495/496 Independent Study in Exercise Science, HLED 323 First Aid/CPR Instructors Course, MGMT 410 Small Business Management, MRKT 304 Advertising and Promotion, MRKT 420/MGMT 422 Marketing Management, PHYS 203 General Physics I, PHYS 204 General Physics II, PSYC 201 General Psychology, PSYC 206 Developmental

Psychology, SOCI 201 Introduction to Sociology, SPMG 305 Sport Facility Design and Event Management, SPMG 345 Legal Issues in Sport, SPMG 355 Finance and Economics of Sport.

\*Other courses as approved by the Exercise Science Program Director. Courses required for the major cannot be used to fulfill elective requirements.

## PRE-PROFESSIONAL CONCENTRATION

(37 HOURS - 5 HOURS ELECTIVES FROM APPROVED CONCENTRATION ELECTIVES)

BIOL \*\*\* (Specialized Biology), CHEM 112 General Chemistry II, EXSI 307 Exercise Physiology Lab, EXSI 315 Motor Behavior, EXSI 347 Physiology of Sport and Exercise, PHYS 203: General Physics I, PHYS 204 General Physics II, PSYC 201 General Psychology, PSYC 206 Developmental Psychology, SOCI 201 Introduction to Sociology.

## PRE-PROFESSIONAL APPROVED CONCENTRATION ELECTIVES\*

BIOL \*\*\* (Specialized Biology), CHEM 201 Organic Chemistry I, CHEM 202 Organic Chemistry II, CHEM 422 Biochemistry, EXSI 224 Nutrition for Wellness and Performance, EXSI 310 Exercise Testing and Prescription, EXSI 320 Exercise and Sport Psychology, EXSI 351 Special Topics in Exercise Science, EXSI 360 Exercise Science Travel, EXSI 410 Exercise Prescription for Special Populations, EXSI 420 Strength and Conditioning Theory and Practice, EXSI 421 Practicum in Exercise Science, EXSI 495/496 Independent Study in Exercise Science, HLED 323 First Aid/CPR Instructors Course, MGMT 410 Small Business Management, MRKT 304 Advertising and Promotion, MRKT 420/MGMT 422 Marketing Management, SPMG 305 Sport Facility Design and Event Management, SPMG 345 Legal Issues in Sport, SPMG 355 Finance and Economics of Sport.

\*Other courses as approved by the Exercise Science Program Director. Courses required for the major cannot be used to fulfill elective requirements.

## ADDITIONAL REQUIREMENTS

Exercise Science majors are required to obtain a minimum of 50 service learning hours at a variety of exercise and/or wellness settings (e.g., University wellness center, University strength and conditioning center, cardiopulmonary rehabilitation center, private fitness center, allied health clinic, etc.) and maintain an Exercise Science portfolio upon acceptance into the major, to be submitted for graduation no later than four weeks preceding the last day of classes in the semester they intend to graduate. Adult CPR/AED certifications must be current at time of internship and graduation. Completion of one of the following national

credentialing examinations: American College of Sports Medicine (ACSM) Certified Health Fitness Specialist (ACSM-HFS) OR National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS). Results designated to be submitted to the Exercise Science Program Director.

## BROYHILL UNDERGRADUATE SCHOOL OF MANAGEMENT

Nationally Accredited by the Association of Collegiate Business Schools and Programs. Became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

## FACULTY

*Dean of the School of Business:*

*Professor A. Negbenebor*

*Associate Dean of the School of Business:*

*Associate Professor V. Graham*

*Professors: I. Bottoms, S. Camp, D. Caudill, R. Spear, E. Godfrey, T. Meaders, C. Metcalf, F. Policastro*

*Associate Professors: S. Johnson,*

*J. Nall, L. Xiao, G. Gilsdorf*

*Assistant Professor: S. Kim*

*Instructors: G. Dib, S. Mankins, M. Taylor, S. Gathers*

## MISSION

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

## VISION

The Godbold School of Business functions to support the mission of Gardner-Webb University by providing both graduate and undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the university by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the domestic and world-wide arenas. It also encourages both its faculty and its students to pursue life-long learning, to value service to God and humanity, and to build character in students. MOTTO: "For God and Humanity Through Business"

## GOALS

1. To provide both undergraduate and graduate professional training in the business disciplines to a diverse student population;
2. To enhance the scope of the University by applying the

learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the workplace; and

3. To encourage both its faculty and its students to pursue life-long learning, and to value service to God and humanity.

## STUDENT LEARNING OUTCOMES

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

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

Student learning outcomes specific to each major offered by the school are described in the appropriate sections that follow.

## MAJOR FIELDS OF STUDY

The school offers eight majors leading to the Bachelor of Science degree:

Accounting  
Business Administration  
Computer Information Systems  
Economics/Finance  
Healthcare Management  
International Business  
Marketing  
Sport Management

## SECOND MAJOR

A student seeking a second major in any degree offered by the Broyhill Undergraduate School of Management must meet all

of the requirements for the primary degree in business. If the student seeking a second major is already a business student in a business degree program as the primary major, the student must complete 30 hours toward the second major, at least 21 of which must meet the course requirements for the second major with any remaining hours approved in a written plan by the student's advisor.

## MINOR FIELDS OF STUDY FOR NONBUSINESS MAJORS

Business Administration  
Sport Management

## MAJOR FIELDS OF STUDY DETAIL

The Common Professional Component (36 hours) is a set of core courses that is required by the Broyhill Undergraduate School of Management for all business degrees except Sport Management. The following courses are required in the Common Professional Component:

ACCT 213 Accounting Principles I  
ACCT 214 Accounting Principles II  
BADM 300 Legal Environment of Business  
BADM 304 Applied Business Statistics  
BADM 305 Introduction to Management Science  
BADM 360 International Business  
BADM 480 Senior Seminar in Business  
CISS 300 Management Information Systems  
ECON 204 Principles of Economics II  
FINC 312 Financial Management  
MGMT 316 Principles of Management  
MRKT 300 Principles of Marketing

**ADDITIONAL REQUIREMENTS:** All business students (including transfer students) are expected to complete MATH 105 Fundamentals of Statistics and Probability and either MATH 110 Finite Mathematics, MATH 151 Calculus I, or MATH 219 Calculus for Business and Social Sciences, except that Computer Information Systems majors with the Information Technology option are expected to complete MATH 151; Calculus I and MATH 311 Discrete Mathematics. All business students are expected to complete ECON 203 Principles of Economics I within the general studies core. A minimum grade of C (2.00) is required in all major and minor Gardner-Webb courses, the Common Professional Component, and the economics and math courses specified as additional requirements, whether taken at Gardner-Webb or transferred from another institution.

For cases in which a student's primary major requires the same course as a business secondary major or the non-business minor, the duplication will be resolved by selecting substitute courses from the same general field of study.

## **ACCOUNTING (21 HOURS + THE COMMON PROFESSIONAL COMPONENT)**

### **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

### **STUDENT LEARNING OUTCOMES**

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;

6. Demonstrate understanding of leadership concepts.
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Accounting - in modern business environment.

### **COURSE REQUIREMENTS**

ACCT 313 Intermediate Accounting I  
ACCT 314 Intermediate Accounting II  
ACCT 315 Cost Accounting  
ACCT 400 Accounting Information Systems  
ACCT 425 Federal Income Tax I  
ACCT 435 Advanced Accounting  
ACCT 450 Auditing

Note: At least half of the accounting courses listed above must be taken at Gardner-Webb University.

## **BUSINESS ADMINISTRATION (21 HOURS + THE COMMON PROFESSIONAL COMPONENT)**

### **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

### **STUDENT LEARNING OUTCOMES**

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance,



Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;

2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Business Administration - in modern business environment.

## **COURSE REQUIREMENTS**

MGMT 410 Entrepreneurship  
MGMT 416 Operations Management  
MGMT 450 Leadership

### **FOUR COURSES SELECTED FROM THE FOLLOWING**

BADM 325 Business Communications Applications  
BADM 340 Integration of Faith, Ethics and Business  
BADM 345 Legal Issues in Sport  
MGMT 330 Industrial Supervision  
MGMT 400 Human Resource Management  
MGMT 403 Human Behavior in Organizations  
MGMT 422 Marketing Management  
MGMT 431 Managerial Control Processes  
MGMT 485 Topics in Management

FINC 320 Risk Management and Insurance  
MRKT 466 International Marketing

Note: If BADM 325 is used to satisfy a general studies core requirement, it cannot be used to satisfy a course requirement for this major.

## **COMPUTER INFORMATION SYSTEMS (21 HOURS + THE COMMON PROFESSIONAL COMPONENT)**

### **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

### **STUDENT LEARNING OUTCOMES**

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge,
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios,
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience,
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition,
5. Demonstrate effective oral communication by presenting case study analyses and business projects,
6. Demonstrate understanding of leadership concepts,
7. Demonstrate effective teamwork skills through collaborative problem solving,

8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Computer Information Systems - in modern business environment.

## COURSE REQUIREMENTS

Students completing the Computer Information Systems degree will take the following five courses and two courses from either an Information Systems Emphasis or an Information Technology Emphasis:

- CISS 201 Programming Language
- CISS 371 Systems Analysis and Design
- CISS 433 Database Management
- CISS 460 Data Communications and Networking
- CISS 470 Strategic Information Management (Capstone Course)

### ***INFORMATION SYSTEMS EMPHASIS (OPTION 1), CHOOSE TWO COURSES FROM:***

- ACCT 400 Accounting Information Systems
- CISS 432 Information Systems Project Management
- CISS 485 Topics in Computer Information Systems

### ***INFORMATION TECHNOLOGY EMPHASIS (OPTION 2), CHOOSE TWO COURSES FROM:***

- CISS 285 C Programming Language
- CISS 423 Survey of Programming Languages
- CISS 471 Software Engineering
- CISS 485 Topics in Computer Information Systems  
(This option also requires that the student complete MATH 151 Calculus I and MATH 311 Discrete Mathematics as part of the general studies core or as additional requirements.)

## **ECONOMICS/FINANCE (21 HOURS + THE COMMON PROFESSIONAL COMPONENT)**

### **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);

2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Economics/Finance - in modern business environment.

## COURSE REQUIREMENTS

- MGMT 416 Operations Management
- FINC 313 Financial Management II

### ***FIVE COURSES SELECTED FROM THE FOLLOWING (IN CONSULTATION WITH THE ADVISOR)***

- ECON 302 Money and Banking
- ECON 303 Intermediate Microeconomics I

ECON 304 Intermediate Microeconomics II  
 ECON 311 Labor Economics  
 ECON 401 International Economics  
 ECON 402 Managerial Economics  
 ECON 403 National Income and Employment Analysis  
 ECON 404 Economic Development  
 ECON 405 Environmental and Natural Resource  
 Economics  
 ECON 480 Contemporary Economic Problems  
 FINC 301 Personal Finance  
 FINC 320 Risk Management and Insurance  
 FINC 335 Finance and Economics of Sport  
 FINC 420 Investments  
 FINC 425 Intermediate Corporate Finance  
 FINC 430 Bank Management  
 FINC 460 International Finance

## **HEALTHCARE MANAGEMENT (21 HOURS+ THE COMMON PROFESSIONAL COMPONENT)**

### **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

### **STUDENT LEARNING OUTCOMES**

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios.

3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Healthcare Management - in modern business environment.

### **COURSE REQUIREMENTS**

HCMG 200 Introduction to Healthcare Management  
 HCMG 300 Healthcare Law and Ethics  
 HCMG 303 Economics, Budgeting and Finance in  
 Healthcare  
 HCMG 310 Diversity and Culture in Healthcare  
 Management  
 HCMG 315 Healthcare Quality Seminar  
 HCMG 400 Introduction to International Health  
 HCMG 420 Practicum/Internship Healthcare  
 Management

## **INTERNATIONAL BUSINESS (21 HOURS+ THE COMMON PROFESSIONAL COMPONENT)**

### **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and

- Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

- Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
- Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
- Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
- Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
- Demonstrate effective oral communication by presenting case study analyses and business projects;
- Demonstrate understanding of leadership concepts;
- Demonstrate effective teamwork skills through collaborative problem solving.
- Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
- Students will demonstrate in-depth understanding and proficiency of major field area: International Business - in modern business environment.

## COURSE REQUIREMENTS

ECON 401 International Economics  
 FINC 460 International Finance  
 MGMT 410 Entrepreneurship  
 MRKT 466 International Marketing  
 POLS 401 Comparative Political Economy (or POLS 321 International Relations or POLS 351 Politics of Developing Areas)

In addition, the student must demonstrate proficiency in English plus one foreign language at the 201 level, and must choose one of the following options:

- Six hours of additional foreign language above the 201 level; or
- If the student's native language is other than English, six hours of business courses at or beyond the 300 level (with approval of the student's academic advisor).

Majors will be strongly encouraged to participate in a foreign study program through the Council on International Educational Exchange (CIEE) or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Common Professional Component. Students should plan their budgets accordingly.

## MARKETING (21 HOURS + THE COMMON PROFESSIONAL COMPONENT)

### PROGRAM GOALS

- Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
- Students will apply concepts of Christian faith, service, leadership, and business ethics; and
- Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

- Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
- Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;



3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts.
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Marketing - in modern business environment.

## COURSE REQUIREMENTS

MRKT 410 Marketing Research  
 MRKT 420 Marketing Management  
 MRKT 466 International Marketing

### ***FOUR OF THE FOLLOWING (WITH THE APPROVAL OF THE STUDENT'S ACADEMIC ADVISOR)***

MRKT 302 Consumer Behavior  
 MRKT 304 Advertising and Promotion  
 MRKT 310 Sport Marketing and Promotion  
 MRKT 402 Retail Management  
 MRKT 404 Sales Management  
 MRKT 406 Marketing Channel Management  
 MRKT 408 Industrial Marketing  
 MGMT 416 Operations Management  
 MGMT 485 Topics in Management  
 ECON 401 International Economics

## SPORT MANAGEMENT (42 HOURS)

### PROGRAM GOALS

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of

Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);

2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Sport Management - in modern business environment.

## COURSE REQUIREMENTS

ECON 203 Principles of Economics I is required as one of the Dimensions of Heritage courses; MATH 105 Fundamentals of Statistics and Probability is recommended as the course selection for the Dimensions of Quantitative Analysis. Classes required for completing the major are as follows:

SPMG 218 Principles of Sport Management  
SPMG 250 Social Issues in Sport  
SPMG 285 Communication in Sport  
SPMG 305 Sport Facility Design and Event Management  
SPMG 310 Sport Marketing and Promotion  
SPMG 335 Finance and Economics in Sport  
SPMG 345 Legal Issues in Sport  
SPMG 360 Integrated Experience in Sport Management  
SPMG 410 Sport Governance  
SPMG 415 Ethics and Leadership in Sport  
SPMG 497 Internship in Sport Management  
ACCT 213 Principles of Accounting I

## MINOR FIELD OF STUDY FOR NON-BUSINESS MAJORS DETAIL

### BUSINESS ADMINISTRATION MINOR (18 HOURS)

ACCT 213 Accounting Principles I  
ECON 204 Principles of Economics II

#### FOUR COURSES FROM THE COMMON PROFESSIONAL COMPONENT (EXCLUDING

BADM 480: Senior Seminar in Business)

Note: A minimum grade of C (2.0) must be earned in all business courses taken for the minor.

For cases in which a major external to the Broyhill School of Management requires ACCT 213 Accounting Principles I and the selected minor also requires ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II becomes the substitute course to fulfill the requirements of the minor. Other duplications should be resolved by selecting substitute courses from the same general field of study.

### SPORT MANAGEMENT MINOR (18 HOURS)

SPMG 218 Principles of Sport Management  
SPMG 305 Sport Facility design and Event Management  
SPMG 345 Legal Issues in Sport  
SPMG 415 Ethics and Leadership in Sport

## CHOOSE TWO

SPMG 250 Social Issues in Sport  
SPMG 285 Communication in Sport  
SPMG 310 Sport Marketing and Promotion  
SPMG 335 Finance and Economics in Sport

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 105 Fundamentals of Probability and Statistics and MATH 110 Finite Mathematics and ECON 203: Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

## SPECIAL PROGRAMS OFFERED BY THE SCHOOL

### DELTA MU DELTA HONOR SOCIETY

Delta Mu Delta is the International Honor Society for Business Administration. The purposes are to promote higher scholarship in training for business and to recognize and reward scholastic achievement for business majors. It is open to juniors and seniors with a GPA of 3.8 and above and who are in the top 10% of their class.

## MAJORS DETAIL

### ACCOUNTING (57 HOURS)

ACCT 213	MGMT 316
ACCT 214	MRKT 300
BADM 300	ACCT 313
BADM 304	ACCT 314
BADM 305	ACCT 315
BADM 360	ACCT 400
BADM 480	ACCT 425
CISS 300	ACCT 435
ECON 204	ACCT 450
FINC 312	

### BUSINESS ADMINISTRATION (57 HOURS)

ACCT 213	ECON 204
ACCT 214	FINC 312
BADM 300	MGMT 316
BADM 304	MRKT 300
BADM 305	MGMT 410

BADM 360                   MGMT 416  
BADM 480                   MGMT 450  
CISS 300

BADM 300                   MRKT 300  
BADM 304                   ECON 401  
BADM 305                   FINC 460  
BADM 360                   MGMT 410  
BADM 480                   MRKT 466  
CISS 300                   POLI 401 (or 321 or 351)  
ECON 204

**FOUR COURSES**

BADM 325                   MGMT 403  
BADM 340                   MGMT 422  
BADM 345                   MGMT 431  
FINC 320                   MGMT 485  
MGMT 330                   MRKT 46  
MGMT 400

**OPTION 1: FOR THOSE SPEAKING ENGLISH AS A FIRST LANGUAGE SIX HOURS OF FOREIGN LANGUAGE ABOVE 201 LEVEL**

**COMPUTER INFORMATION SYSTEMS (57 HOURS)**

ACCT 213                   ECON 204  
ACCT 214                   FINC 312  
BADM 300                   MGMT 316  
BADM 304                   MRKT 300  
BADM 305                   CISS 201  
BADM 360                   CISS 371  
BADM 480                   CISS 433  
CISS 300                   CISS 460  
CISS 470

**OPTION 2: (FOR THOSE SPEAKING ENGLISH AS A SECOND LANGUAGE) SIX HOURS OF BUSINESS COURSES AT 300 LEVEL OR ABOVE**

**MARKETING (57 HOURS)**

ACCT 213                   ECON 204  
ACCT 214                   FINC 312  
BADM 300                   MGMT 316  
BADM 304                   MRKT 300  
BADM 305                   MRKT 410  
BADM 360                   MRKT 420  
BADM 480                   MRKT 466  
CISS 300

**AND OPTION 1: TWO COURSES**

ACCT 400                   CISS 485  
CISS 432

**FOUR COURSES**

BADM 360                   MRKT 310  
ECON 401                   MRKT 402  
MGMT 416                   MRKT 404  
MGMT 485                   MRKT 406  
MRKT 302                   MRKT 408  
MRKT 304                   MRKT 466

**OR OPTION 2: TWO COURSES**

CISS 285                   CISS 471  
CISS 423                   CISS 485

**ECONOMICS/FINANCE (57 HOURS)**

ACCT 213                   CISS 300  
ACCT 214                   ECON 204  
BADM 300                   FINC 312  
BADM 304                   MGMT 316  
BADM 305                   MRKT 300  
BADM 360                   FINC 313  
BADM 480                   MGMT 416

**HEALTHCARE MANAGEMENT (57 HOURS)**

ACCT 213                   MGMT 316  
ACCT 214                   MRKT 300  
BADM 300                   HCMG 200  
BADM 304                   HCMG 300  
BADM 305                   HCMG 303  
BADM 360                   HCMG 310  
BADM 480                   HCMG 315  
CISS 300                   HCMG 400  
ECON 204                   HCMG 420  
FINC 312

**FIVE COURSES**

ECON 302                   ECON 480  
ECON 303                   FINC 301  
ECON 304                   FINC 320  
ECON 311                   FINC 335  
ECON 401                   FINC 420  
ECON 402                   FINC 425  
ECON 403                   FINC 460  
ECON 404                   ECON 405

**\*NOTES:**

1. ECON 203 Principles of Economics I is a prerequisite for ECON 204 Principles of Economics II and should be taken within the general studies core.
2. MATH 105 Fundamentals of Statistics and Probability and MATH 110: Finite Mathematics are required for all majors, except for the Computer Information Systems major with the "Option 2" emphasis, which requires

**INTERNATIONAL BUSINESS (57 HOURS)**

ACCT 213                   FINC 312  
ACCT 214                   MGMT 316

MATH 151 Calculus I and MATH 311 Discrete Mathematics.

### **EVEN SPRING**

CISS 423	HCMG 400
ECON 302	MGMT 450
FINC 420	MRKT 406

The rotation is for general information only and should not be relied on for long-term planning. Actual course offering each semester are based on many factors, and the schedule may vary from this rotation. Scheduling each semester is published by the Registrar. Other catalog courses are offered only as needed.

## **SCHOOL OF EDUCATION**

### **FACULTY**

*Dean, Director of Graduate Studies,*  
*Coordinator of Educational Leadership,*  
*Coordinator of EDLS: A. Eury*  
*Assessment Coordinator: J. Hamilton*  
*Director of Undergraduate Studies/TEC,*  
*Chair of Middle Grades Education: K. Clark*  
*Chair of Elementary Education, Licensing Officer: TBA*  
*Director of Undergraduate Teacher Education Clinical Experiences: J. Parker*  
*Professors: A. Eury, C. McKinney, L. Wesson*  
*Assistant Professors: K. Clark, J. Parker, J. Putnam, A. Sanders*

### **MISSION STATEMENT**

The Gardner-Webb University School of Education empowers candidates and communities through innovative, collaborative leadership by applying principles of continuous improvement to expand human (intellectual, social, and spiritual) potential.

### **GOALS**

The School of Education strives to accomplish its mission through its commitment to

1. Prepare undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. Provide rigorous programs of study, which will facilitate reflective practice within a learning environment, based upon Christian principles and values;
3. Hire faculty who fill the role of caring, patient mentors while they model lifelong learning that reflects inquiry- and problem-based decision making; and

## **BROYHILL SCHOOL OF MANAGEMENT TWO-YEAR COURSE ROTATION**

### **EVERY SEMESTER**

ACCT 213	FINC 312
ACCT 214	HCMG 200
BADM 300	MGMT 316
BADM 304	MGMT 416
BADM 305	MRKT 300
BADM 325	SPMG 218
BADM 480	SPMG 250
CISS 160	SPMG 285
CISS 300	SPMG 305
ECON 203	SPMG 360
ECON 204	SPMG 497

### **EVERY FALL**

ACCT 313	MRKT 410
ACCT 435	MRKT 466
CISS 371	SPMG 335/FINC 335
ECON 401	SPMG 345/BADM 345
HCMG 300	SPMG 410
HCMG 420	MGMT 403
MGMT 410	

### **EVERY SPRING**

ACCT 314	FINC 460
ACCT 400	HCMG 303
ACCT 450	MGMT 400
BADM 360	MRKT 420
CISS 201	MGMT 422
CISS 433	SPMG 310/MRKT 310
CISS 470	SPMG 415
FINC 313	

### **ODD FALL**

ACCT 425	FINC 430
CISS 432	MRKT 402
ECON 304	

### **EVEN FALL**

ACCT 315	FINC 320
CISS 471	HCMG 315
ECON 402	MRKT 302

### **ODD SPRING**

BADM 340	FINC 425
ECON 311	HCMG 310
ECON 303	MRKT 304



4. Foster partnerships with and provide service to public schools and other organizations through collaborative activities such as consultation, research, and staff development.

## STUDENT LEARNING OUTCOMES

Student learning outcomes specific to each major offered by the school are described in the appropriate sections that follow.

## MAJOR FIELDS OF STUDY

The school offers two majors leading to the Bachelor of Science degree:

Elementary Education  
Middle Grades Education

## MINOR FIELDS OF STUDY

Professional Education

## CONCEPTUAL FRAMEWORK OF TEACHER PREPARATION

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Elementary and Middle Grades Education. The professional education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, Mathematics, and Social Studies. In addition, successful completion of the professional education minor is required for undergraduate students seeking licensure at the K-12 level in the special subject areas of Art, French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. Graduate programs at the Master's degree level are offered in Elementary Education (K-6), English Education (9-12), Middle

Grades Education (6-9), School Counseling (K-12) and School Administration (K-12). Candidates who successfully complete these programs of study apply for the Class M license, with the exception of School Administration candidates who apply for the Class P license. In addition to the undergraduate and master's degree program, qualified candidates are offered to study at the doctoral level. Two tracks are offered in the Ed. D. program; educational leadership and curriculum and instruction.

The School of Education strives to accomplish its mission through its commitment to:

1. prepare undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. provide rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;
3. hire faculty who fill the role of caring, patient mentors while they model lifelong learning that reflects inquiry and problem-based decision making; and
4. foster partnerships with and providing service to public schools and other organizations through collaborative activities such as consultation, research, and staff development (Gardner-Webb University Catalog, 2011-2012).

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives, (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our course work to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

### THE LEARNER

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated

instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, Clinical experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must focus on inclusion, recognizing that "educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system" (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists, is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

## **KNOWLEDGE**

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, "How can we teach what we do not understand ourselves?" (2005, p. 205). In addition to content knowledge, the School of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are "best in the world at doing" and what they "are deeply passionate about" (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, "People are not your

most important asset. The right people are" (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate's pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through course work, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the School of Education's support of The Center for Innovative Leadership Development, which is Gardner-Webb University's catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CILD) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

## **ASSESSMENT**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. "Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation" (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are

important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s course work, Clinical experiences, and professional practice.

## TEACHER EDUCATION COMMITTEE

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education programs. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public school personnel.

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

To be admitted to the Teacher Education Program, the undergraduate degree seeking candidate must meet the following requirements:

1. File a declaration of intent to major in an area of licensure with the Academic Advising Center;
2. Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb;
3. Complete the Application for Admission to Teacher Education. Applications are due the first Monday in October and the first Monday in March. (See calendar dates listed on course schedule);
4. For accreditation purposes, candidates are expected to have an overall GPA of 3.0 in addition to other factors for admission to Teacher Education;
5. Complete EDUC 250 with a grade of C or better (a C- is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate;
6. Obtain the minimum scores currently required by State Board of Education on the PRAXIS Core examinations or the SAT/ACT equivalents. These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission to the Teacher Education Program. Elementary Education applicants must also take the General

Curriculum Exam including the Math Sub-test for licensure to be considered for Admission. Elementary Education applicants do not have to pass the examination for admittance;

7. Must complete MATH 204 and MATH 205 with a “C” or better if majoring in Elementary Education; and
8. Successfully complete the Teacher Education Program Interview.

## THE PROFESSIONAL SEMESTER

Before beginning the professional semester (which includes the 15-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching on or before February 15 for teaching in a fall semester and on or before September 15 for teaching the spring semester. (See calendar dates listed on course schedule);
2. Maintain a 3.0 cumulative grade point average;
3. Maintain a grade of C (2.0) or better (a C- is not acceptable) in all professional education courses; and
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education. These requirements are described under the appropriate department listing.

Beginning in the fall 2003, State Board of Education policy mandated that an undergraduate teacher education candidate be admitted into the teacher education program at least one full semester prior to the semester in which he/she is planning to student teach. If a candidate plans to student teach during the spring semester, he/she must be admitted prior to the end of the previous spring semester. If a candidate plans to student teach during the fall semester, he/she must be admitted prior to the end of the previous fall semester. There will be no exceptions to this policy.

## STUDENT TEACHING AND RELATED CLINICAL EXPERIENCES

Student teaching assignments and various Clinical experiences required throughout the Teacher Education Program are made by the Director of Clinical Experiences and Student Teaching in public schools within commuting distance from the University. Transportation to these sites is the responsibility of the candidate.

## COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of the basic course and licensure requirements, all major requirements and the Professional Education Minor, including the professional semester, will qualify candidates for licensure in North Carolina and many other states.

### NORTH CAROLINA LICENSURE REQUIREMENTS

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study;
2. Obtain minimum scores on the state-required examinations for your licensure area, if applicable;
3. Submit the completed application for licensure to the School of Education;
4. Provide official transcripts for all college and university work completed at other institutions to the office of School of Education; and
5. Remit the processing fee required by the State of North Carolina at the time of application.

### LICENSURE ONLY CANDIDATES

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

### STUDENT APPEALS

Students not meeting requirements for admission to teacher education and/or the professional semester (student teaching) may appeal to the Teacher Education Committee for acceptance or continuation in the program. The process for appeal is outlined in the Teacher Education Committee Policy Manual.

### ADDITIONAL INFORMATION

All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDUC 250, Teaching in 21st Century Schools and 450, Student

Teaching. This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDUC 250, Teaching in the 21st Century.

All course work in both the education majors (middle and elementary) and in the education minor must have a grade of "C" or better ("C-" is not acceptable).

## ELEMENTARY EDUCATION (31 HOURS)

Elementary Education is designed to prepare candidates to become teachers in Grades K-The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in an elementary school setting. Candidates will investigate current educational theory, educational philosophy, and elementary methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teachers demonstrate leadership;
2. Teachers establish a respectful environment for a diverse population of students;
3. Teachers know the content they teach;
4. Teachers facilitate learning for their students; and
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following goals and learning outcomes:

### LEARNING GOALS

1. Candidates will develop leadership skills to assume leadership roles in an educational setting; (NCTCS I)
2. Candidates will develop methods to establish a respectful environment for a diverse population of students; (NCTCS II)



3. Candidates will demonstrate a depth of content knowledge to make connections across disciplines and make content relevant to students; (NCTCS III)
4. Candidates will facilitate learning and track data to support student growth; (NCTCS IV) and
5. Candidates will reflect on their practice to adapt their instruction based on research and data to best meet the needs of their students. (NCTCS V)

## STUDENT LEARNING OUTCOMES

*(Subject to change based on data collected and analyzed by the Elementary Education faculty.)*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting; (NCTCS I)
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting; (NCTCS I)
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners; (NCTCS II)
4. Candidates will be able to differentiate instruction in an effective and appropriate manner; (NCTCS II)
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts; (NCTCS III)
6. Candidates will be able to implement processes relative to the specific discipline; (NCTCS III)
7. Candidates will be able to use formative and summative assessment data to inform instruction; (NCTCS IV)
8. Candidates will be able to integrate reading practices and assessments to design and implement an appropriate reading program of instruction; (NCTCS IV)
9. Candidates will be able to implement management processes in an educational setting; (NCTCS IV)
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement; (NCTCS V)
11. Candidates will use research and data to adapt instruction; (NCTCS V)
12. Candidates will be able to design instruction to meet the needs of digital age learners; (NCTCS V) and
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization. (NCTCS V)

## COURSE REQUIREMENTS

The Basic Course requirements must be satisfied. The candidate will not be permitted to complete more than 50% of the major until formally admitted into the Teacher Education Program.

It is recommended that teacher candidates take the following courses the semester before student teaching: EDUC 435 AND EDUC 312.

The candidate must also complete the Professional Education minor.

EDUC 302 Literacy Foundations  
 EDUC 306 Literacy and the Language Arts for K-8  
 EDUC 311 Fine Arts Integration in 21st Century Schools  
 EDUC 312 Practicum in Literacy  
 EDUC 410 Introduction to Integrated Curriculum and Assessment  
 MATH 204 Math Content for Elementary Teachers  
 MATH 205 Math Content for Elementary Teachers II  
 MAED 330 Math Methods in 21st Century Schools  
 PHED 300 Healthful Living for Elementary Education  
 SCED 330 Science Methods in 21st Century Schools  
 SSED 307 Social Studies Methods in 21st Century

Additional requirements for NC licensure (may be taken as part of the basic core requirements): ARTS 225, BIOL 111, CHEM 103 or PHYS 103, GEOL 105, GEOL 101, or GEOG 101, HIST 245, MATH 105, MUSC 225, POLS 202, one American Literature, and one British or World Literature course. (CHEM 111 and POLS 304 are acceptable substitutions for licensure requirements.)

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revised. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

## MIDDLE GRADES EDUCATION (42-50 HOURS)

Middle Grades Education is designed to prepare candidates to become teachers in grades 6-9 in Language Arts, Math, Social Studies, and/or Science. The candidate chooses the content area(s) in which to concentrate. The program follows the

North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in a middle grades setting. Candidates will investigate current educational theory, educational philosophy, and middle grades methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Students who graduate from the Middle Grades Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teachers demonstrate leadership;
2. Teachers establish a respectful environment for a diverse population of students;
3. Teachers know the content they teach;
4. Teachers facilitate learning for their students; and
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following goals and learning outcomes:

## LEARNING GOALS

1. Candidates will develop leadership skills to assume leadership roles in an educational setting; (NCTCS I)
2. Candidates will develop methods to establish a respectful environment for a diverse population of students; (NCTCS II)
3. Candidates will demonstrate a depth of content knowledge to make connections across disciplines and make content relevant to students; (NCTCS III)
4. Candidates will facilitate learning and track data to support student growth; (NCTCS IV) and
5. Candidates will reflect on their practice to adapt their instruction based on research and data to best meet the needs of their students. (NCTCS V)

## STUDENT LEARNING OUTCOMES

*(Subject to change based on data collected and analyzed by the Middle Grades Education faculty.)*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting; (NCTCS I)
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting; (NCTCS I)
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners; (NCTCS II)
4. Candidates will be able to differentiate instruction in an effective and appropriate manner; (NCTCS II)
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts in their specific discipline or disciplines; (NCTCS III)
6. Candidates will be able to implement processes relative to their specific discipline or disciplines; (NCTCS III)
7. Candidates will be able to use formative and summative assessment data to inform instruction; (NCTCS IV)
8. Candidates will be able to integrate reading practices and assessments to design and implement appropriate lessons and units; (NCTCS IV)
9. Candidates will be able to implement management processes in an educational setting; (NCTCS IV)
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement; (NCTCS V)
11. Candidates will use research and data to adapt instruction; (NCTCS V)
12. Candidates will be able to design instruction to meet the needs of digital age learners; (NCTCS V) and
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization. (NCTCS V)

## COURSE REQUIREMENTS

The Basic Course requirements must be satisfied. The candidate will not be permitted to complete more than 50% of the major until formally admitted into the Teacher Education Program.

The student must choose one area of specialization (two are recommended).

It is recommended that teacher candidates take the following courses the semester before student teaching: EDUC 436 AND EDUC 316.

The candidate must also complete the Professional Education minor.

## SPECIALTY AREAS

### LANGUAGE ARTS (26 HOURS)

- ENGL 211 or 212 British Literature (3 hours)
- ENGL 231 or 232 American Literature (3 hours)
- ENGL 251 Foundations of World Literature (3 hours)
- EDUC 306 Literacy and Language Arts for K-8 (4 hours)
- ENGL 363 Structure of the English Language (3 hours)
- ENGL 391 Workshop in English 1 (1 hour) (must be taken concurrently with EDUC 316)
- ENGL 483 The Teaching of Writing (3 hours)
- Literature Electives (6 hours)

### MATHEMATICS (29 HOURS)

- MATH 105 Elementary Probability & Statistics (3 hours)
- MATH 110 Finite Mathematics (3 hours)
- MATH 150 Pre-Calculus (3 hours)
- MATH 151 Calculus (4 hours)
- MATH 204 Fundamental Concepts of Math (3 hours)
- MATH 331 Linear Algebra (3 hours)
- MAED 330 Methods of Teaching Math (3 hours)
- MATH 230 Foundations of Higher Math (3 hours)
- MATH 445 (1 hour)
- MATH Elective (3 hours)

### SOCIAL STUDIES (27 HOURS)

- HIST 245 The American Century (3 hours)
- HIST 332 Twentieth Century Europe (3 hours)
- HIST 345 NC History (3 hours)
- Non-Western History (e.g. POLS 351) (3 hours)
- SSCI 205 Global Understanding (3 hours)
- POLS 311 Comparative Politics (3 hours)
- ECON 203 Econ & Free Market System (3 hours)
- SSED 307 Social Studies Methods (3 hours)
- GEOG 101 Physical Geography (3 hours)
- Elective (3 hours) - Any Social Science department elective

### SCIENCE (30-31 HOURS)

- BIOL 111 General Biology (4 hours)
- BIOL 104 Environment (4 hours)
- CHEM 103 Introductory Chemistry (4 hours)
- GEOL 105 Oceanography & Meteorology (4 hours)
- PHYS 103 Introductory Physics (4 hours)
- PHYS 104 Astronomy (4 hours)
- SCED 330 Science Methods (3 hours)
- Science Elective (3-4 hours) Any Natural Science Department elective, however, BIOL 101 Human Biology is recommended.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revised. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

## MINOR FIELDS OF STUDY DETAILS

\*The education minor can only be used in conjunction with majors in which there are approved licensure programs.

## PROFESSIONAL EDUCATION MINOR (VARIES BY SPECIALTY AREA)

For Elementary Education majors the following courses are required:

- EDUC 250 Teaching in the 21st Century
- EDUC 350 Diverse Populations in 21st Century Schools
- EDUC 435 Facilitating Learning in 21st Century Schools
- EDUC 450 Student Teaching
- PSYC 303 Educational Psychology

## FOR MIDDLE GRADES EDUCATION MAJORS THE FOLLOWING COURSES ARE REQUIRED:

- EDUC 250 Teaching in the 21st Century
- EDUC 350 Diverse Populations in 21st Century Schools
- EDUC 436 Facilitating Learning in 21st Century Middle Schools
- EDUC 450 Student Teaching
- PSYC 303 Educational Psychology Literacy component required for all Middle Grades Candidates (12 hrs)
- EDUC 303 Literacy for the Middle Grades Candidate (4 hrs.)
- EDUC 316 Reading and Writing in the Content Areas (3 hrs.)
- EDUC 410 Introduction to Curriculum Integration and Assessment (3 hrs.)
- ESOL 335 Practicum and Methods (2 hrs.)

Course requirements for this minor in the areas of English, Mathematics, Social Studies and in the special subject areas (K-12) of Music, Physical Education, French, Spanish, English as a Second Language and Art are described in catalog sections under the heading of each major. EDUC 440 Classroom Management will be offered as part of the education minor for departments that require it.

In all cases candidates will not be permitted to complete more than 50% of the minor until they are formally admitted into the Teacher Education program.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All elementary education students transferring under the Comprehensive Articulation Agreement must complete ENGL 231 or 232; ENGL 211, 212 or 251; ARTS 225; MUSC 225; POLS 201 or 202; BIOL 111; CHEM 103 or PHYS 103; GEOL 105, GEOL 101, or GEOG 101; MATH 105; and HIST 245. Equivalences exist within the community college curriculum for each of the above courses.

Careful planning prior to transfer can ensure that these licensure requirements are met within the context of the A.A. degree. The Degree Completion Program Catalog contains all appropriate transfer requirements for those transferring in under the Comprehensive Articulation Agreement.

## SCHOOL OF PSYCHOLOGY AND COUNSELING

### FACULTY

*Dean: Professor D. Carscaddon*

*Professors: W. Fleming, L. Greene, J. Morgan, L. Smith*

*Assistant Professor: J. Graham, I. Naydenova,*

*A. Shores, B. Thompson, S. Webb*

### MISSION STATEMENT

The mission of the traditional undergraduate programs of the School of Psychology and Counseling is to give students a broad overview of the field of psychology within the foundation of a Christian, liberal arts institution.

### MAJOR FIELDS OF STUDY

Psychology

### MINOR FIELDS OF STUDY

Psychology

### THE PSYCHOLOGY MAJOR

Students who major in psychology receive the Bachelor of Science degree. This degree provides students with the opportunity to develop critical thinking skills and a deeper understanding of individuals and relationships. Our undergraduate curriculum is designed to help students gain an appreciation of both the research and applied aspects of psychology. Our students often combine psychology with a

second major or minor in other fields of study. Students with other majors often select psychology as a second major or minor. At the bachelor's level, our graduates have gone on to work in a variety of settings including human services, youth services, education, human resources, criminal justice, missions, child life specialist, and other fields. Many of our graduates pursue graduate study in clinical mental health counseling, marriage and family therapy, school counseling, pastoral counseling, clinical social work, divinity, physician assistant studies, physical therapy, occupational therapy, and family and child development.

### LEARNING GOALS

1. KNOWLEDGE BASE OF PSYCHOLOGY – Students will demonstrate familiarity with the major concepts, theoretical perspectives, philosophical foundations, empirical findings, and historical trends in psychology;
2. RESEARCH METHODS IN PSYCHOLOGY – Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation;
3. CRITICAL THINKING SKILLS IN PSYCHOLOGY – Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes;
4. APPLICATION OF PSYCHOLOGY – Students will understand and apply psychological principles to personal, social, and organizational issues; and
5. COMMUNICATION SKILLS – Students will be able to communicate effectively in a variety of forms.

### STUDENT LEARNING OUTCOMES

Graduates with the Bachelor of Science degree in Psychology are expected to

1. effectively evaluate theories;
2. write proficiently in American Psychological Association (APA) style;
3. conduct a psychological study;
4. reasonably interpret psychological research; and
5. apply psychological principles to daily living.



## MAJOR FIELDS OF STUDY DETAIL

### **PSYCHOLOGY (39 HOURS)**

The general studies course requirements must be satisfied. Classes required for completing the major are as follows:

PSYC 201 General Psychology,  
PSYC 206 Developmental Psychology,  
PSYC 396 Introduction to Statistics,  
PSYC 397 Experimental Psychology,  
PSYC 499 Capstone, and  
PHIL 200 Introduction to Philosophy or PHIL 201 An  
Introduction to Logic.

In place of the PSYC 206 Developmental Psychology requirement, majors may take two of the remaining developmentally oriented courses: PSYC 301 Child Psychology, PSYC 302 Adolescent Psychology, or PSYC 412 Psychology of Aging.

Fifteen hours excluding PSYC 498 Internship II must be earned at the 400 level.

All prerequisites must be honored for PSYC 396 Introduction to Statistics, PSYC 397 Experimental Psychology, PSYC 402 Introduction to Counseling, PSYC 441 Psychology of Learning, PSYC 444 Psychological Measurement and Appraisal, PSYC 450 Positive Psychology, PSYC 493 Seminar in Psychology, PSYC 495 Independent Study, PSYC 496 Independent Study, PSYC 497 Internship I, PSYC 498 Internship II and PSYC 499 Capstone.

If a student elects to add a second major or minor, this decision needs to be made in consultation with the faculty advisor.

### **PSYCHOLOGY AS A SECOND MAJOR (30 HOURS)**

Students choosing Psychology as a secondary major must meet all of the requirements of the primary major. Honors program students majoring in Psychology may count Honors 400/401 collectively as one of the five required 400 level courses.

### **PSYCHOLOGY MINOR (18 HOURS)**

A minor in Psychology requires 18 semester hours, including PSYC 201 and 206. Six of the additional 12 hours must be at the 400 level.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All students transferring under the Comprehensive Articulation Agreement must complete a foreign language through the Intermediate I level (201).

# COLLEGE OF ADULT AND DISTANCE EDUCATION

Gardner-Webb University provides comprehensive extended professional studies through the Degree Completion Program to meet the specialized educational needs of adult learners. The Degree Completion Program (DCP) offers working adults who possess a minimum of 48 semester hours in which they earned 2.0 or better the opportunity to apply those credit hours toward a Bachelor of Science degree. The Degree Completion Program is designed to serve students who are unable to pursue a day program because of work schedules, family responsibilities or geographic locations.

Academic Advisors are available to assist students in planning and scheduling classes. Each major has a two year rotation for courses needed to complete the bachelor's degree. Students who meet prerequisite requirements and successfully complete classes as scheduled for the two-year rotation will be eligible for graduation. Optional completion plans are available for most majors.

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

In addition to the Gardner-Webb campus, the Degree Completion Program is provided in the following regional locations: Charlotte, Dobson, Gastonia, Hamlet, Hickory, Morganton, Spindale, Statesville, Troy, Wilkesboro, and Winston-Salem.

## ONLINE LEARNING

Gardner-Webb University offers a number of fully online courses, as well as web-enhanced face-to-face courses. Undergraduate Degree Completion programs offered completely online include: Accounting, Business Administration, Computer Information Systems, Criminal Justice, Entrepreneurship, Elementary Education, Healthcare Management, Religious Studies, and Nursing.

## GARDNER-WEBB UNIVERSITY DCP CENTERS

### BURKE CENTER

Western Piedmont Community College  
Foothills Higher Education Center  
2128 S. Sterling Street  
Morganton, NC 28655

#### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

#### ADVISOR:

Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Dr. Lane Wesson  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Sara Newcomb

## CATAWBA CENTER

Catawba Valley Community College – East Campus  
2760 Hwy. 70 SE  
Hickory, NC 28602

#### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

#### ADVISOR:

Erica Morrow  
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Erica Morrow  
Dr. Lane Wesson  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Sara Newcomb

## CHARLOTTE CENTER

Gardner-Webb University – Charlotte  
8030 Arrowridge Boulevard  
Charlotte, NC 28273

#### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

#### ADVISOR:

Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Dr. Lane Wesson  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Sara Newcomb

## FORSYTH CENTER

Forsyth Technical Community College  
West Campus  
1300 Bolton Street  
Winston-Salem, NC 27103

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Kelly Collum  
Kelly Collum  
Kelly Collum  
Kelly Collum  
Dr. Lane Wesson  
Erica Morrow  
Kelly Collum  
Kelly Collum  
Sara Newcomb

## GARDNER-WEBB UNIVERSITY

110 South Main Street  
Boiling Springs, NC 28017

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Kelly Collum  
Kelly Collum  
Kelly Collum  
Debra Bridges  
Dr. Lane Wesson  
Erica Morrow  
Kelly Collum  
Erica Morrow  
Sara Newcomb

## GASTON CENTER

Gaston College  
201 Highway 321 South  
Dallas, NC 28034

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Debra Bridges  
Debra Bridges  
Debra Bridges  
Kelly Collum  
Dr. Lane Wesson  
Debra Bridges  
Debra Bridges  
Kelly Collum  
Sara Newcomb

## IREDELL CENTER

Gardner-Webb University – Statesville  
1714 Wilkesboro Highway  
Statesville, NC 28625

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Dr. Lane Wesson  
Erica Morrow  
Erica Morrow  
Kelly Morrow  
Sara Newcomb

## ISOTHERMAL CENTER

Isothermal Community College  
286 ICC Loop Road  
Spindale, NC 28160

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Debra Bridges  
Debra Bridges  
Debra Bridges  
Debra Bridges  
Dr. Lane Wesson  
Erica Morrow  
Debra Bridges  
Debra Bridges  
Sara Newcomb

## MONTGOMERY CENTER

Montgomery Community College  
1011 Page Street  
Troy, NC 27371

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Kelly Collum  
Kelly Collum  
Kelly Collum  
Kelly Collum  
Dr. Lane Wesson  
Erica Morrow  
Kelly Collum  
Kelly Collum  
Sara Newcomb

## DISTANCE LEARNING CENTER (ONLINE)

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
Nursing  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Debra Bridges  
Debra Bridges  
Debra Bridges  
Kelly Collum  
Dr. Lane Wesson  
Erica Morrow  
Debra Bridges  
Dr. Nicole Waters  
Sara Newcomb

## RICHMOND CENTER

Richmond Community College  
1042 West Hamlet Avenue  
Hamlet, NC 28345

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Erica Morrow  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Dr. Lane Wesson  
Erica Morrow  
Erica Morrow  
Erica Morrow  
Sara Newcomb

## SURRY CENTER

Surry Community College  
630 South Main Street  
Dobson, NC 27017

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Kelly Collum  
Kelly Collum  
Kelly Collum  
Kelly Collum  
Dr. Lane Wesson  
Debra Bridges  
Kelly Collum  
Kelly Collum  
Sara Newcomb

## WILKES CENTER

Wilkes Community College  
1328 South Collegiate Drive  
Wilkesboro, NC 28697

### MAJORS:

Accounting  
Business Administration  
Computer Info. Systems  
Criminal Justice  
Elementary Education  
Entrepreneurship  
Healthcare Management  
\*Human Services  
Religious Studies

*\*Major classes face-to-face only.*

### ADVISOR:

Kelly Collum  
Kelly Collum  
Kelly Collum  
Erica Morrow  
Dr. Lane Wesson  
Erica Morrow  
Kelly Collum  
Kelly Collum  
Sara Newcomb

## DEGREE COMPLETION PROGRAM UNDERGRADUATE DEGREES AND MAJOR FIELDS

Gardner-Webb University offers the following programs of study through the Degree Completion Program.

### BACHELOR OF SCIENCE (B.S.)

Accountancy  
Business Administration  
Criminal Justice  
Computer Information Systems  
Entrepreneurship  
Elementary Education  
Healthcare Management  
Human Services  
Religious Studies

### BACHELOR OF SCIENCE IN NURSING (B.S.N.)

Nursing

## BACHELOR'S DEGREE REQUIREMENTS

Gardner-Webb University offers an academic program requiring a minimum of 128 semester hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or pre-professional area, a general studies program, and elective courses. To earn a baccalaureate degree the student completes the academic program on the following pages.



## GENERAL STUDIES REQUIREMENTS

Consistent with the best practices of the higher education community, Gardner-Webb University's general studies curriculum includes a series of broad and intensive learning experiences. These experiences have been carefully designed to meet a diverse set of learning goals, which in turn have been developed on the basis of the University's mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcome of the general education curriculum.

Students who complete their studies at Gardner-Webb University will

1. Demonstrate skill and competency in **reasoning critically and creatively**. Critical reasoning refers to the ability to evaluate arguments, evidence and data that results in creative problem-solving. Appropriate use of information resources is an important component in the achievement of this goal.
2. Utilize skills in clear and effective **communication**.
3. Demonstrate knowledge and comprehension of the foundational components of **human civilization**, including history, the social sciences, literature, languages, religion, the fine arts, and other areas of intellectual inquiry that sustain a free society. The general studies curriculum provides students with foundational knowledge of the Western tradition and the larger global community.
4. Exhibit proficiency in **quantitative and qualitative reasoning and analysis**. Quantitative reasoning refers principally to the ability to apply mathematical skills and concepts to process quantifiable information and to analyze and model the world around us. Qualitative reasoning refers principally to the ability to evaluate deductive and inductive inferences in arguments particularly as they pertain to problems of behavior or meaning.
5. Demonstrate knowledge of the **physical and life sciences**. Students will use the scientific method to develop conclusions based on quantifiable and verifiable attributes of the physical universe. They will be able to demonstrate an understanding of key concepts in the life and physical sciences.
6. Demonstrate an understanding of the processes and principles of **holistic wellness** necessary for the development of personal health and well-being.
7. Demonstrate knowledge and comprehension of the **biblical foundations** of the Christian faith central to the mission and purpose of Gardner-Webb University.

(Approximately one-half of general studies requirements are available directly through the DCP curriculum. It is assumed that students will transfer in credits from prior study to meet many of these requirements.)

The general studies curriculum is divided into six fundamental dimensions of learning:

### I. DIMENSIONS OF HUMANITIES

#### A. Composition

English 101 Composition I

English 102 (or 300) Composition II

All students accepted for admission to Degree Completion must complete ENG 101 and ENG 102 or ENG 300. Students who do not meet the requirement for English Composition must complete these courses no later than their second semester of enrollment.

#### B. Oral Communications

Most students have the competence through previous course work in speech, business communications, or other similar courses. For those who have not met the competency, the student must enroll in the appropriate course at GWU which emphasizes oral and visual communication. Drama, speech, debate, business communications, teaching, preaching, or other approved courses will meet this competency. This requirement can be met by taking BAD 325 online or in the traditional classroom setting. While BAD 325 will meet the oral communication competency and will serve as a major course requirement in selected business majors, BAD 325 can only be counted once as a three-hour course.

#### C. Literature (one course)

English 311 British Literature Survey I

English 312 British Literature Survey II

English 331 American Literature Survey I

English 332 American Literature Survey II

English 351 World Literature I

English 352 World Literature II

#### D. Information Literacy (one course)

Library 301 Research Skills

### II. DIMENSIONS OF FAITH (TWO COURSES)

Religion 304 Old Testament Survey

Religion 305 New Testament Survey

### III. DIMENSIONS OF HERITAGE (TWO COURSES)

Social Science 305 Global Understanding

History 301 Western Civilization I

History 302 Western Civilization II

History 319 20th Century U.S. History

Political Science 302 U.S. Government

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

#### **IV. DIMENSIONS OF SELF (TWO COURSES)**

- A. Health & Physical Education  
338 - Health Maintenance, Promotion, and Wellness
- B. Aesthetics - One Course
  - Art 307 Art Survey
  - Music 320 Survey of Music
  - Theatre 235 Theatre Survey
  - French 300 Aspects of French Culture and Language
  - Spanish 300 Aspects of Hispanic Culture and Language
  - German 300 Aspects of German Culture and Language

#### **V. DIMENSIONS OF SCIENTIFIC INQUIRY - (TWO COURSES)**

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

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

#### **VI. DIMENSION OF QUANTITATIVE ANALYSIS - (ONE COURSE)**

- Mathematics 309 Finite Mathematics
- Mathematics 316 Probability and Statistics
- Mathematics 320 Math for the Liberal Arts

#### **NOTES:**

1. The last academic year (32 semester hours or more) must be taken at Gardner-Webb.
2. Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify Registrar Services in writing.
3. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
4. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.
5. Any student transferring from a two-year college must complete a minimum of 64 semester hours of subsequent study in senior colleges or universities.
6. The student is responsible for making official application for graduation to the Registrar by the deadlines published in the Registrar's website: [www.gardner-webb.edu/registrar](http://www.gardner-webb.edu/registrar).

## **ACADEMIC DEFINITIONS AND REGULATIONS**

### **THE CREDIT HOUR**

The credit hour is the basic unit of credit awarded for progress toward a degree. Gardner-Webb University defines a credit hour as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course which requires 42-45 hours of student work including both contact time between student and faculty and the student's independent work. While hours of work and contact time can provide guidance in the establishment of credit hour equivalencies, it is understood that the student achievement associated with credit hours can only be measured adequately in terms of documented qualitative and quantitative outcomes. The successful completion of a credit hour will always take into consideration expectations based on degree level, discipline, the type of learning experience (e.g., didactic, clinical, practica or internships), and the mode of delivery (e.g., face-to-face or online). This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour. This policy defines a credit hour at Gardner-Webb University in accordance with applicable federal regulations.

### **CLASSIFICATION**

Classifications are made at the beginning of the academic year in August or at the time of the student's enrollment.

A sophomore must have removed all entrance conditions and have completed 30 credit hours of work toward a degree.

A junior must have completed 60 credit hours, and a senior, 90 credit hours of credit toward a degree.

Special students include all persons enrolled at the University who are not seeking a degree.

### **COURSE LOAD**

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

The maximum number of hours for which a student can enroll in a fall or spring term is 21.5 credit hours. Course load limits include all transient course work. Students with a minimum cumulative Gardner-Webb University grade point average of 3.00 may appeal to the EPSC (Educational Policies and Standards Committee) for permissions to exceed this hour limitation. In no case will approval be granted for hours in excess of 25 credit hours in any given semester. All appeals must be submitted in writing to the chair of the EPSC prior to registration for the semester in question.

The maximum number of hours for which a student may enroll in a summer term is 15 credit hours.

## COURSE REGISTRATION

On-site registration is conducted prior to fall and spring. However, phone and e-mail registration procedures have been developed for the mutual benefit and convenience of the University and students. If a student is unable to attend the scheduled advising period, it is the student's responsibility to contact their academic advisor.

New students are contacted by their enrollment counselor and registered for the first semester.

Before registration each student should consult with his or her academic advisor on course selection, core requirements, major requirements and other degree requirements. The academic advisor issues a PIN (personal identification number). However, it is the responsibility of the student, not the academic advisor, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed. Unless the student and his or her advisor consider it essential, a student should not change the schedule after registration.

Payment to the Business Office must be received on or before the published deadline date or the student will be subject to a late registration fee.

A student must be officially admitted to the University prior to registration. A student is not officially enrolled for a course until officially accepted for admission and cleared with the Business Office.

## AUDITING COURSES

Any student may audit a class with the permission of the professor of the course. All auditors must file an application with the College of Adult and Distance Education. Auditors not enrolled in other Gardner-Webb classes will be charged \$175 per credit hour for the course plus any special fees.

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

## ADMINISTRATIVE CHANGES IN CLASS AND SCHEDULE

The University reserves the right to cancel or discontinue any course because of insufficient enrollment or for other valid reasons. In order to assure quality instruction, the University

reserves the right to close registration when the maximum enrollment has been reached, or to make changes in the schedule and/or faculty when necessary.

## ADDING, DROPPING, AND WITHDRAWING FROM COURSES

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic advisor one week from the beginning of the Fall or Spring Semester. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of @W will appear on the student's transcript.

After the first week of classes, any official withdrawal from a class must be done by the student through the Registrar's Office. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

The last day for withdrawing from an individual course is four weeks after mid-term or a date not to exceed 75% of the course. Check the Academic Calendar for dates. After this date only a complete withdrawal from school will be processed.

Students may execute a withdrawal online:

1. Log onto WebbConnect;
2. Click on Registration;
3. Click Withdrawal information; and
4. Click on the link to fill out the online form.

Notification of the request is sent to the student upon the processing of the withdrawal.

## CHANGE OF NAME OR ADDRESS

Students are requested to contact the Registrar's Office in the event of any change of name or address. (704) 406-4260. charges on the student's account.

## STUDENT HONOR SOCIETIES

### ALPHA SIGMA LAMBDA

Gardner-Webb University is affiliated with this National Honor Society designed for adult students. Membership in Alpha Sigma Lambda is the highest honor that is bestowed

upon DCP students at Gardner-Webb University. A list of Alpha Sigma Lambda nominees is produced by the Registrar and audited for membership requirements. Alpha Sigma Lambda nominees receive a letter of nomination explaining the requirements of membership and an invitation to an induction ceremony.

To be eligible for ASL, a student must:

1. Be an adult engaged in balancing the multiple responsibilities of home, career, community, and education;
2. Have a minimum 3.5 GPA at GWU as well as a 3.5 GPA overall including all colleges previously attended. The cumulative scholastic record of the student as interpreted by GWU shall be the basis for computing scholastic eligibility;
3. Place in the top 10% of his/her class having earned a total of 88 semester hours credit;
4. Have earned 24 semester hours credit from Gardner-Webb University;
5. Have earned at least 12 of the total semester hour credits in the Liberal Arts/Sciences; and
6. Be enrolled for at least 12 hours in the semester of induction and have excellent citizenship and character.

### **SIGMA THETA TAU**

The Sigma Theta Tau International Honor Society is composed of BSN,MSN and DNP students, faculty, and community members who have demonstrated outstanding academic and professional abilities in nursing. The society is dedicated to improving the health of the world's people.

### **PHI UPSILON**

Membership requirements for baccalaureate nursing students are:

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

### **DELTA MU DELTA**

Delta Mu Delta is the international honor society for business

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

## **GRADES AND REPORTS**

### **GRADE SYSTEM**

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

<b>Grades</b>	<b>Hours Attempted Per Credit Hour</b>	<b>Quality Points Per Credit Hour</b>
A+	1	4
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C+	1	2.33
C	1	2
C-	1	1.67
D+	1	1.33
D	1	1
D-	1	.67
F	1	0
FX- Failure for Academic Dishonesty	1	0
FD- Dimensions Failure	0	0
P- Passing (With Approval)	0	0
I- Incomplete	1	0
IN- Incomplete (With Approval)	0	0
W- Withdrew	0	0
WP- Withdrew Passing	0	0
WF- Withdrew Failing	1	0
@F- Administrative Failure	1	0
@W- Administrative Withdrawal (Student never attended)	0	0
NG- No Grade Reported	0	0
TR- Transfer Hours	Hours Credit Only	Hours Credit Only



CR- Credit Hours	Hours Credit Only	Hours Credit Only
AU- Auditor	0	0
E- Course Repeated	0	0
I- Later or Higher Attempt Computed According to Grade	1	Multiplied by quality points for final grade

@F - This grade represents an administrative failure of a course. It could be assigned by either the professor or the Registrar's office to any student who ceases to attend class or who otherwise exceeds to permissible number of absences in a course. This grade would be treated the same as the basic "F"; it would count against the student's grade-point average and would be repeatable under the same provisions as outlined in the university catalog.

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

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process. Unless a grade of "I" or "IN" has been assigned, a professor cannot accept coursework from a student after a grade has been submitted.

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

## NOTATIONS ON TRANSCRIPTS

E- Course Excluded from GPA

I - Course Included in GPA

(Located to the right side of the quality points of the course)

1 Multiplied by quality points for final grade

An "I" grade may be assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete. The reason for the incomplete work must be of a serious nature and must be beyond the student's control. The assigning of an "I" grade must be accompanied by the completion of an "I" grade contract, with one copy given to the student, one kept on file by the professor, and one submitted to the Office of Associate Provosts within seven days after grades are submitted. The final date for completion of coursework and removal of an "I" grade can be no later than 90 days after the last day of the term in which the "I" grade was assigned; otherwise the incomplete grade will be changed to a grade of "F" by the Registrar's Office.

A "W" will be assigned when a student withdraws from a course during the first 25% of the semester. After the first 25% of the semester, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course. Summer and Minimester withdrawal dates are published in registration materials. A grade of WF will have the same effect on the student's GPA as having completed the course and receiving an F.

A student wishing to withdraw from a class or completely from school after the drop/add period is over will need to go the Registrar Services website and complete the withdrawal form and submit the form online. Advisors do not have the access to withdraw a student from courses. Course or complete withdrawals are not official until they have been processed by the Registrar. E-mail notifications are sent to the student, the advisor and the professor(s) of the course once the withdrawal has been processed.

## GRADE POINT AVERAGE (GPA)

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

## GRADE POINT AVERAGE (MINIMUM) POLICIES

The following are minimum G.P.A. requirements:

1. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
2. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one half of the major at Gardner-Webb.

## GRADE REPORTS

Each student receives a course grade at the end of the semester. Final grades can be accessed by going online at [webbconnect.gardner-webb.edu](http://webbconnect.gardner-webb.edu).

## GRADUATION REQUIREMENTS

A minimum of 128 semester hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. Students transferring from community colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 32 hours with Gardner-Webb.

A student must have a minimum grade of 2.0 on each course counted toward the major. A transfer student is required to complete at least one-half of the major (15 semester hours) at Gardner-Webb.

## APPLICATION FOR GRADUATION

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar as posted on the academic calendar. Students must apply for graduation by the published deadline listed on the academic calendar. Specific deadlines will be published and a \$125 late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled commencement. All candidates are required to be present at Commencement. The University is not obligated to grant a degree to any candidate for graduation who does not attend the exercises. Students who cannot attend commencement will be required to contact the office of the Registrar in writing requesting to be excused.

## HONORS AND AWARDS

### SEMESTER HONORS

Two lists of honor students are posted each semester:

1. Dean's list - Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and one taking 15 hours or more must have a 3.7 or better with no grade below C (2.0).
2. Honor roll - Students enrolled for a minimum of 12 hours and fewer than 15 hours must have a 3.5 Gardner-Webb Grade Point Average with no grade below C (2.0), and one taking 15 or more hours must have between a 3.2 and 3.7 average with no grade below C (2.0).

## GRADUATION HONORS

To be considered for baccalaureate honors a graduating student must complete a minimum of 64 hours at Gardner-Webb, and his or her GPA for that work taken here must merit honors. Those in the graduating class with a GPA of 3.8 or above will receive honors. Those with a 3.8- 3.89 will receive cum laude. Those with a 3.9-3.94 will receive magna cum laude. Those with a 3.95-4.0 will receive summa cum laude.

## DCP ACADEMIC AWARD

At graduation exercises, the DCP Academic Award is presented to the DCP student with the highest academic grade point average. This grade point average first considers those with the highest Gardner-Webb grade point average. In the case of a tie, the grade point average for all work accepted for transfer to Gardner-Webb is incorporated into the calculation.

## TRANSCRIPTS OF STUDENT RECORDS

Requests for copies of a student's record should be made to the Office of the Registrar. All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University. Transcript information may be obtained by contacting Registrar Services.

## FINANCIAL INFORMATION

### FINANCIAL AID

#### FINANCIAL ASSISTANCE

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

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of

its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

## A. FEDERAL

1. PELL GRANTS - Grants available to students who have an exceptional need as indicated by their expected family contribution (EFC), which is determined from the results of the FAFSA. These grants range from \$581 to \$5,775 per year. Awards are prorated for students who are taking less than the full-time requirement of 12 hours per semester.
2. FEDERAL DIRECT STAFFORD LOANS - Federal loans which are available to students who are enrolled at least half-time (6 hours or more). The maximum amount a student can borrow is \$12,500 per year provided they have earned at least 60 hours. Repayment begins 6 months after a student drops below half-time status, withdraws, or graduates. The maximum repayment term is ten years.

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

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

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

## B. IN-STATE

A list of State Programs for eligible North Carolina residents (funding contingent upon state appropriations) is as follows:

The North Carolina **Need Based Scholarship Program (NBS)** is a grant program created by the State legislature for students with an Expected Family Contribution (EFC) of \$15,000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA).

The **Forgivable Education Loan for Service (FELS)** was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students

who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs.

North Carolina does offer other sources of financial aid based on specific criteria. The College Foundation of North Carolina's website can be used to research and apply for such scholarships. The web address is as follows: [cfnc.org](http://cfnc.org).

## C. DCP OUT OF STATE GRANT

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

*NOTE: The DCP Out of State Grant is not need based, but does require completion of the FAFSA.*

Follow these steps to apply for Financial Aid:

1. Apply for admission to Gardner-Webb's Degree Completion Program.
2. Initiate the financial aid process by completing a Free Application for Federal Student Aid (FAFSA). Students are encouraged to complete this form as soon as their previous year's tax forms are completed. (For example: The info from the 2014 federal tax forms is needed for the FAFSA for the 2015-2016 school year.) The FAFSA form is available on the web at [www.fafsa.gov](http://www.fafsa.gov).

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

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

3. Any student planning to start the Degree Completion Program in the summer must complete the current year FAFSA form. For example, if you plan on starting with the summer of 2015, you must complete the 2014-2015 FAFSA.
4. Once your FAFSA is completed, the results will be sent electronically to Gardner-Webb to determine your financial aid eligibility. An email notification and instructions to view and process your financial aid award will be sent to your Gardner-Webb e-mail address.

- Please check the Eligibility & Requirements section within your WebbConnect account to view all requested documentation and missing requirements. Any outstanding requirements must be satisfied to finalize your financial aid award.

The above fees are typical with enrollment in the DCP. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

## EXPENSES

### TUITION

The Degree Completion Program (DCP) tuition for the 2015-16 academic year is \$403 per credit hour, with the exception of the Elementary Education major which carries a \$447 charge per credit hour. Tuition increases are usually implemented during the summer term; however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Students enrolled in the DCP will be charged the specified DCP tuition rate per credit hour regardless of the number of hours taken during the semester. Although some courses may be designated as both DCP and Day Program courses, DCP students will be charged the DCP tuition rate.

Students are expected to review his or her Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

***Most students are eligible to receive some form of federal or state financial assistance to offset tuition.***

### MISCELLANEOUS FEES

Audit (Per Course) .....	\$175.00
Auto Registration (Annual) .....	\$50.00
Credit by Exam (Per Credit Hour) .....	\$125.00
Graduation Fee .....	\$140.00
Graduation Hood Fee .....	\$30.00
Late Graduation Fee .....	\$125.00
Non-Sufficient Funds/Returned Check .....	\$30.00
Prior Learning Assessment Transcription (per course) .....	\$100.00
Portfolio Assessment.....	\$100.00
Online Learning Technology Fee (Per Course) .....	\$35.00
Replacement Student ID Card .....	\$10.00
Textbooks (Estimated Per Semester) .....	\$750.00
Transcript Fee .....	\$15.00
Transient Credit (Per Course) .....	\$50.00
Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

## ONLINE LEARNING TECHNOLOGY FEES

All online and hybrid courses will be assessed a fee of \$35 per course. Funds generated from this fee are used to help support services that Gardner-Webb provides to students. Services include student computing and technology equipment, software, site assistance and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event you should withdraw from the course.

## DEFERRED PAYMENT PLAN

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the fall and spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their Online Bill. The Online Bill may be accessed through the WebbConnect portal on the GWU homepage using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

## EMPLOYER PAID TUITION

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the plan and the documentation required may be found at the bottom of the student's Online Bill or they may contact the Student Accounts Office for details on enrolling in this plan.

## CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Complete Withdrawal Form should be completed electronically and may be accessed through the Registrar Services page on the Gardner-Webb University website. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.



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

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

## **DELINQUENT STUDENT ACCOUNTS**

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

# **ACADEMIC POLICIES**

## **ACADEMIC APPEALS POLICY**

A student who has a question about an academic decision should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: professor, department chair or dean, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC are final and cannot be further appealed. Except for grade appeals, the student must make all appeals in writing on his or her own behalf no more than eighteen months after the date of the decision being appealed.

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal to the professor, department chair or dean, and the Educational Policies and Standards Committee, in that order. Decisions of the EPSC are final and cannot be further appealed. The last date to initiate a grade appeal is the end of the next fall or spring semester. Email notification of approved and processed grade changes will be sent to the student, the professor, and the advisor.

Academic Appeal Filing Forms may be obtained from Registrar Services (Dover Campus Center, Phone: (704) 406-4260). The appeal document should include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. All appeals should be signed and dated. Appeals made on behalf of the student by another party (e.g. faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration.

## **TRANSFER CREDITS AND GRADUATION REQUIREMENTS**

Appeals of transfer credits are made through the advisor, the Registrar, and the course major department/school, in that order. The appropriate department chair or school dean has the final decision and cannot be further appealed.

Appeals of graduation requirements are made through the advisor, the department chair or dean of the appropriate major, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC are final and cannot be further appealed. The student must make the appeal in writing on his or her own behalf.

## **GRADES**

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal to the professor, department chair or dean, and the Educational Policies and Standards Committee, in that order. Decisions of the EPSC are final and cannot be further appealed. The last date to initiate a grade appeal is the end of the next fall or spring semester. Email notification of approved and processed grade changes will be sent to the student, the professor, and the advisor.

Academic Appeal Filing Forms may be obtained from Registrar Services (Dover Campus Center, Phone: (704) 406-4260). The appeal document should include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. All appeals should be signed and dated. Appeals made on behalf of the student by another party (e.g. faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration.

## ACADEMIC STANDING AND RETENTION STANDARDS

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

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

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

Juniors with 60 to 89 hours .....	1.9
Seniors with 90 hours and above .....	2.0

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

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

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

Should a second or third academic suspension occur (even if the first or second suspension is waived on appeal), the student must remain out for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If readmission is granted, the student may register for classes and will be automatically placed on academic probation.

A student who wishes to appeal being placed on academic probation or suspension may do so through the Office of the Provost. Suspensions that are waived on appeal are still noted on the students academic transcript. Students on either academic or disciplinary suspension are not allowed to

participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. A student's academic standing can be affected as a result of summer school enrollment. However, a student who is on academic probation or suspension may not use study at another institution to improve his/her Gardner-Webb academic standing.

See "Readmission of Former Students" – for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

## ACADEMIC RENEWAL POLICY

The purpose of the academic renewal policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University.

To be eligible for academic renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission. For students who have attempted more than 64 semester hours of work at Gardner-Webb, only the first 64 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

A student who is accepted under the Academic Renewal provision is considered in good academic standing and is eligible for all academic awards and honors. All transfer work from other institutions will be considered for credit, even if the course is a repeat of a course in which the student earned a D or F at Gardner-Webb. A student who is admitted under Academic Renewal may have a career total of six repeat courses. This number does not include courses repeated prior to the student's admission under Academic Renewal for which they do not receive credit upon their readmission to the University or courses repeated at other institutions.

Under this policy, all eligible Gardner-Webb University hours will be treated as transfer credit, i.e. grades of C or better will be given credit, but not counted in the Grade Point Average (GPA). Grades below C will not be counted as hours earned or in the GPA, with the exception of FX grades. FX grades will remain on the student's records and counted in the GPA. All GWU semester hours approved for academic renewal will be treated as transfer credit for determining academic awards.

The GWU Readmission Committee will consider a student for academic renewal when reviewing an application for readmission. Any student, who applies for readmission and is eligible for academic renewal, may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for academic renewal. If approved, the student will have the right to turn down academic renewal if it is not desired. All previous records at GWU will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for academic renewal. Students may not apply for or be considered for academic renewal after they have been readmitted and have enrolled in their first course.

## ATTENDANCE POLICY

Regular class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings whether or not they are present. Students are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in loss of credit for the course and a grade of “@F” will be recorded on a student’s transcript. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

Students enrolled in online classes must also adhere to the University’s attendance policy as stated above.

## ABSENCE FROM TESTS AND EXAMINATIONS

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

If weather prevents class meetings, cancellations will be announced on local media stations, the Gardner-Webb University web site ([www.gardnerwebb.edu](http://www.gardnerwebb.edu)), and at 1-877-GWU-SNOW. Professors and students may agree upon a mutually acceptable time for make-up of cancellations.

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

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

## THE COMPREHENSIVE ARTICULATION AGREEMENT

*[For updated information, please consult the University website.]*

Students who began at a North Carolina community college in the 1997 Fall semester or later can meet Gardner-Webb’s general core requirements by completing the General Education Core and earning an Associate in Arts or an Associate in Science degree. However, courses in both Old and New Testament (RELI 101/304 and 102/305) must be taken as a part of the General Education Core or as electives at the community college, or the student will be required to take these courses at Gardner-Webb University. Students must also complete the course Research Skills (LIB 301) at Gardner-Webb University. Students who graduated with an Associate of Arts or Associate of Science degree from a North Carolina community college prior to 1997 or students who have out-of-state coursework accepted by a North Carolina community college will have their coursework examined on a course-by-course basis.

**The General Education Core** is a 44 semester hour core including the following areas (Grade of “C” (2.00) or better is required):

### English Composition (6 semester hours)

### Humanities/Fine Arts (12 semester hours)

**Four courses from at least three of the following discipline areas are required:** music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

### Social/Behavioral Sciences (12 semester hours)

**Four courses from at least three of the following discipline areas are required:** anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

### Natural Sciences (8 semester hours)

**Associate in Arts:** Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

**Associate in Science:** A two-course sequence in general biology, general chemistry, or general physics is required.

### **Mathematics (6 semester hours)**

**Associate in Arts:** At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

**Associate in Science:** At least one course in mathematics at the precalculus algebra level or above is required; the other course may be a higher level mathematics course or may be selected from among other quantitative subjects, such as computer science and statistics.

### **Other Required Hours (20-21 semester hours)**

Courses in health, physical education, college orientation, and/or study skills may be included as other required hours. Work experience may be included up to 1 semester hour for career exploration.

**Associate in Arts:** A minimum of 20 semester hours of college transfer general education, elective, and/or pre-major courses is required.

**Associate in Science:** A minimum of 14 semester hours of college transfer courses in mathematics, natural sciences, computer science, and/or other pre-major courses is required.

The remaining hours may be selected from elective transfer courses.

### **Total Semester Hours Credit in Program: 64-65**

All of the aforementioned stipulations must be completed PRIOR to entering Gardner-Webb University.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Transfer students can review the departmental requirements under Additional General Education Courses Required by Major Department for specific courses required in the major.

## **COMMENCEMENT PARTICIPATION POLICY**

Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify the Provost's Office.

## **COURSE CREDIT POLICIES**

### **ADVANCED PLACEMENT AND CREDIT POLICY**

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

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

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

### **GENERAL CLEP GUIDELINES**

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

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



## GENERAL EXAMINATION GUIDELINES

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

## SUBJECT EXAMINATION GUIDELINES

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

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

Address: [www.gardner-webb.edu](http://www.gardner-webb.edu)

Click on: Academics

Choose: Registrar Services

Choose: Registration/Records

Click on: Transfer Credit

Click on: AP Credit or CLEP Credit

Access: Appropriate link within each text section

## OTHER CREDIT

### ARMED SERVICE-RELATED PROGRAMS

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

### PRIOR LEARNING ASSESSMENT (PLA)

Students have often had classes in the military service or through their work in which academic credit was not awarded, but the course work is comparable to some college courses.

Students having documentation of prior learning experiences that align with specific courses may submit that documentation for evaluation and may possibly gain academic credit. The policies and procedures are set in the context of the Kolb model of adult learning and in conformity with standards of the Council for Adult Experiential Learning.

## COURSE BY ARRANGEMENT

A course by arrangement is restricted to a degree or licensure-seeking student in a Gardner- Webb University program of student (i.e., is not a transient student) and a catalog course which is not offered by the University during a given semester or which cannot be scheduled by the student. The course may be offered to the student on a one-to-one basis, provided the option is limited to instances of extenuating circumstances.

Course by Arrangement requires junior, senior, or graduate standing and the approval of the following: the professor offering the study, the student's major department/school, and the appropriate Associate Provost. A Course by Arrangement must be scheduled before the end of the drop/add period of each semester. It will not be used to repeat a course. No more than two Course by Arrangements may be applied toward graduation requirements. No more than one Course by Arrangement can be taken in any one semester.

## CREDIT BY EXAM POLICY

Credit by Exam is an in-depth and comprehensive assessment of the student's ability to answer questions in course content. An acceptable grade on the examination will permit the student to receive credit for the course.

To request the opportunity to receive credit by exam, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered.

The dean of the school or chair of the department will appoint a committee to review the request. If the request is approved, the dean or chair will appoint the examining professor or committee and inform the business office that the student should be charged an examination fee of \$125.00 per credit hour.

If the examination results are acceptable, the examining professor or committee will report the results, via the Certification of Successful Challenge Examination form, to the dean of the school or chair of the department. That dean or chair will send a copy of the form to the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

## INDEPENDENT STUDY

The term “independent study” is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a written project/paper. Independent study requires junior, senior, or graduate standing and the approval of the following: the professor offering the study, the student’s major department/school, and the appropriate Associate Provost. The student’s proposal must be submitted and approved by the end of the semester preceding the study. An independent study will not be used to repeat a course and is restricted to a degree or licensure-seeking student in a Gardner-Webb University program of study. No more than six hours credit in independent study may be applied toward graduation requirements. No more than three hours of independent study can be taken in any one semester.

## PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS

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

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

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

Students may grant permission to University personnel to release information pertaining to academic records, financial aid, and billing to specified individuals by completing the FERPA release form located on their personal information

menu in WebbConnect. Using this form, students are able to specify up to three individuals to whom information may be released.

## HONOR CODE POLICY

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. Students are not to lie, cheat or steal nor tolerate those who do.

## POLICY OF ACADEMIC HONESTY

### *PREAMBLE*

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

### *STUDENT RESPONSIBILITIES*

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

face disciplinary action, with expulsion being the recommended punishment.

### **FACULTY RESPONSIBILITIES**

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

### **REPEATING COURSES IN WHICH ACADEMIC DISHONESTY OCCURRED**

Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average.

For more information on the Academic Honesty Policy and Procedures, see the current Degree Completion Program Student Handbook.

### **STUDENT GUIDELINES, EXPECTATIONS, AND RIGHTS**

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to insure reasonable standards of conduct. The Code of Student Conduct describes conduct which the University does not tolerate. By enrolling in the University, each student

agrees to abide by University rules, regulations and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior. The Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online and may be accessed at [www.gardner-webb.edu](http://www.gardner-webb.edu). Click on the Student Life heading, then TUG Student Handbook. Portions of the Handbook (student rights, responsibilities and expectations) will be reviewed during new student orientation. Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco- and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms. The following is a partial list of controlled substances:

Narcotics (heroin, morphine, etc.)  
Cannabis (marijuana, hashish, etc.)  
Stimulants (cocaine, diet pills, etc.)  
Depressants (tranquilizers, etc.)  
Hallucinogens (PCP, LSD, designer drugs, etc.)  
Designer (MDA, MDA-known as ecstasy, ice, etc.)  
Tobacco  
Alcohol

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1. If found responsible, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the Traditional Undergraduate Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
3. Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.

- Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.
- Gardner-Webb University prohibits the possession of weapons or firearms on campus.

## REPEAT COURSE POLICY

Only courses with a grade of "C-", "D+", "D", "D-", "F", "@F" or "WF" may be repeated. A student may repeat up to six courses in which a "C-", "D+", "D", "F", "D-", "@F", or "WF" were earned to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the repeat of the first six courses, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript. Transfer credit may not be used to repeat a "C-", "D+", "D", "D-", "F", "@F" or "WF" earned in a Gardner-Webb course. University policy on repeating courses is not applicable in a situation where an "Fx" was assigned because of academic dishonesty. An "Fx" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored into the grade point average. An "E" designation on the transcript refers to a course excluded in the grade point calculation due as the result of a repeat. An "I" designation on the transcript refers to an inclusion in the grade point calculation as the result of a repeat.

## WITHDRAWAL POLICIES

### WITHDRAWAL, SUSPENSION, AND EXPULSION POLICIES

Voluntary termination of enrollment during a semester or summer term is defined as withdrawal.

Dismissal from school for a specified period of time is defined as suspension. Dismissal from school for an expulsion is permanent. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student withdrawing from school before the end of a term (up until the last day of classes) is required to complete and

submit the online "complete withdrawal form" from the Registrar Services page.

Involuntary withdrawals will be processed by the University for any student that receives a disciplinary suspension or expulsion from the University. The involuntary withdrawal will be processed and dated based on the date of the suspension or expulsion.

Students leaving the University for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges.

## MEDICAL WITHDRAWALS

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

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

### SPECIFIC DIAGNOSES AND FINDINGS

- Date the examination, assessment, or evaluation was performed.
- In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
- In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

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

Upon medical withdrawal from the University a student must apply for readmission to the University to continue studies.



As with any other readmission, stipulations may apply. The University may readmit the student; however, schools and departments have the right to refuse the student for readmission to the respective school or department. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the university. This documentation should follow the same format as above.

## DECEASED STUDENT POLICY

Gardner-Webb University will process a complete withdrawal form upon the death of a student who is currently enrolled. Non-punitive grades of “W” or “WP” will be issued for the course(s) for the student’s academic record for the semester.

The Student Accounts Office will review the student’s account and will give special consideration in terms of any remaining charges on the student’s account.

## TRANSFER CREDIT POLICIES

### TRANSFER CREDIT FROM TWO-YEAR COLLEGES

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

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement in the General Studies Requirements section of this catalog.

### TRANSFER CREDIT FROM FOUR-YEAR COLLEGES

Students transferring from accredited four-year colleges may transfer up to 96 semester hours. For a bachelor’s degree, the final 32 semester hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of “C” (2.0) or better, provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar’s Office staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point

average for graduation is computed on academic credit earned at Gardner-Webb University.

## TRANSFER CREDIT POLICY

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

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement in the General Studies Requirements section of this catalog. See Articulation Agreement, note 6 under Bachelor’s degree requirements. Students transferring from accredited four-year colleges may transfer up to 96 semester hours. For a bachelor’s degree, the final 32 semester hours for graduation must be taken at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of “C” (2.0) or better provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar’s Office staff member charged with this responsibility.

Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University.

## TRANSFER CREDIT APPEAL FOR NON-REGIONALLY ACCREDITED INSTITUTIONS

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

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

1. If any course(s) has recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept

recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAESA: Association of International Educators.

2. For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wished to have transferred:
  - a. Produce a syllabus for the course requested for transfer.
  - b. Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer (a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)).

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

## TRANSIENT CREDIT POLICY

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

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

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

1. will be awarded only for courses that are applicable toward graduation at the host institution.
2. will only be awarded for courses in which a grade of "C" (2.0) or better is earned.
3. will not be awarded for courses for which a student previously earned credit at Gardner-Webb.
4. may not be earned to repeat a C-, D+, D-, F, @F, and WF earned at Gardner-Webb University.
5. payment of \$50 processing fee.

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

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

## TUG/DCP STATUS CHANGE POLICY

Students who desire an immediate transfer into the Traditional Undergraduate Program and who are in good academic standing, may under exceptional circumstances, appeal to the Readmission Review Committee. Special consideration will be given to students who wish to pursue a major not offered in the degree completion program, as well as those who have relocated to the area and desire to pursue a residential program at Gardner-Webb University. Appeals will not be considered for students in the final 32 hours of their current program except in extreme circumstances. Students considering an appeal should contact the Advising Center for more information. Residential housing is not available to students in the Degree Completion Program (with the exception of the Hunt School of Nursing's RN to BSN program).

## STUDENT RESPONSIBILITY POLICY

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including the requirements for graduation. Furthermore, it is the student's responsibility to meet any prerequisites for future graduate study or certification exams. The student cannot transfer these responsibilities to his/her advisor.

# DCP ADMISSIONS

## ADMISSIONS CRITERIA

The admissions profile for full admission to the Degree Completion Program (DCP) is as follows (all programs except Nursing and Elementary Education):

1. Completion of the admissions application and receipt of official transcripts from all colleges and universities previously attended. There is no application fee.
2. A minimum of 48 transferable semester hours in an academic curricular area from a regionally accredited institution approved by Gardner-Webb University for inclusion in the Degree Completion Program. The maximum number of hours that can be transferred from a two year institution is 64 and from a four-year institution is 96.
3. All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of “C” or better (2.00) provided they are comparable to Gardner-Webb University curriculum.
4. Completion of specific prerequisite course work as required by the department of the chosen major. These prerequisite courses are listed under each major in the DCP catalog.
5. Complete a pre-registration discussion with an admissions counselor to discuss course delivery options, financial aid opportunities, tuition, method of payment, textbook purchases, and any additional program questions.

## ADMISSIONS PROCEDURES

1. The prospective student completes the admissions application (either online or a hard copy) and forwards it to the DCP Enrollment Office. Concurrently, the student requests official transcripts from all colleges previously attended to be sent to the DCP Admissions Office.
2. Upon receipt of all the above information, the folder is forwarded to the Transcript Evaluation Officer of the University for analysis of transfer credits.
3. Upon completion of this analysis, the Assistant Vice President of DCP Enrollment Management determines student eligibility for the program based on admissions criteria. Any exceptions to the academic admissions criteria must be approved by the Associate Provost for

Adult and Distance Education. Students may be fully accepted or accepted with stated conditions. The Assistant Vice President of DCP Admissions will forward a letter of full acceptance, acceptance with conditions, or deferral to a future term, along with a copy of the transcript evaluation to the applicant.

4. The admissions counselor will make the pre-registration call to the student to discuss course delivery options, financial aid opportunities, tuition, method of payment, textbook purchases, and any additional program questions.
5. The academic advisor is forwarded a copy of all materials for academic advising of the student. DCP Academic Advising will notify the student of any missing prerequisites for full acceptance into an academic major.

Students may enter at the beginning of any semester or minimester. While there is no application deadline, typically two weeks are needed to process an application.

## SPECIAL STUDENTS

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

## INTERNATIONAL STUDENTS

In order to be considered for admission to Gardner-Webb University, international students must follow the procedure below:

1. Submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Submission of TOEFL results must have a minimum score of 500 (paper), 173 (computer-based), or 61 (internet-based). Submission of IELTS results must have a minimum score of 5.0. They may take the SAT or ACT in lieu of the TOEFL or IELTS. Minimum requirements must be met in either case. Students who

fail to meet the English language requirement may enroll at an ESL Center. Proficiency certification by ESL meets the English language requirement for admission.

2. Submit documentation of their ability to support themselves financially while in the United States.
3. Submit all transcripts of foreign college credits to World Education Services for evaluation before being mailed to Gardner-Webb. An application for a WES evaluation may be found at [www.wes.org](http://www.wes.org). WES may also be contacted by calling 1-800-937-3895. This must be done prior to enrollment at Gardner-Webb.

Depending on their visa status, international students residing in the U.S. may be eligible for admission to face-to-face programs only. International students residing outside the U.S. are eligible for admission to fully online programs.

## READMISSION OF FORMER STUDENTS

Any student who withdraws from the Degree Completion Program or does not register for any given fall or spring semester must apply for re-admission to the next scheduled term.

A current application for re-admission should be filed with the Enrollment Management Office at least two weeks prior to the opening of the term in which a student wishes to resume studies at Gardner-Webb University. There is no fee for application for re-admission for previous DCP students. Students who have been out more than 24 months must meet new curricular requirements and come in under a new catalog.

Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to Gardner-Webb University and having achieved good academic standing. Only the appropriate Associate Provost can grant the request. A request for evaluation may not be made for non-Gardner-Webb University courses taken the term immediately after being placed on probation.

While the student is on a one-semester or two-semester suspension from Gardner-Webb University, courses taken at other institutions during the suspension are not eligible for transfer. Once the student is readmitted to Gardner-Webb University and has achieved a status of good standing, the student may request an evaluation of any coursework taken outside of the suspension period. Only the appropriate Associate Provost may grant the request. A request for evaluation may not be made for non-Gardner-Webb University courses taken immediately after being placed on suspension.

Students on suspension or probation may attend summer study at Gardner-Webb University in order to improve academic standing.

A student must be in good standing and any university holds must be cleared before acceptance for readmission. These may include academic, business office or financial aid holds. An acceptance letter for re-admission is sent from the Assistant Vice President of DCP Enrollment Management.

## THE SECOND MAJOR

A student may elect to complete more than one major. The student must meet the requirements of a primary major plus 30 semester hours or more in a secondary field as approved by the departmental chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one half of the major(s) at Gardner-Webb.

## SECOND BACCALAUREATE DEGREE

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

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

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

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

# ACADEMIC SUPPORT SERVICES AND PROGRAMS

## ACADEMIC ADVISING

Through individual and collaborative relationships with academic advisors, Degree Completion students are best able to define and implement sound educational plans that are consistent with their personal educational goals. Advising is provided for new students beginning at first registration and for continuing students at mid-term of fall and spring semesters.



The role of the advisor is to assist in the process of acquiring the knowledge and skills necessary to be productive members of the University community. The final responsibility for making educational plans and adherence to all published regulations and requirements of the University, including the requirements for graduation rests on the student.

## NEW STUDENT ORIENTATION

Orientation provides an opportunity to learn about student resources and services that support and prepare students for the transition into the Degree Completion Program. Students are provided the self-paced orientation in their first semester by their academic advisor.

## NOEL CENTER FOR DISABILITY RESOURCES

*Cheryl Potter, Associate Dean*

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources no later than three weeks prior to the beginning of services. Once eligibility has been determined the student is assigned a disability specialist who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but not limited to note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may also receive help in developing effective study skills and organizational and test-taking strategies.

## LEARNING ENRICHMENT AND ASSISTANCE PROGRAM

*Meredith Garrett, Director*

LEAP (Learning Enrichment and Assistance Program) is an academic support service connected to Gardner-Webb University's Undergraduate Student Success Center. LEAP's flagship service is course-specific Peer Tutoring. Through our course-specific tutoring services, we hope to contribute to the tutors' and tutees' personal development and academic success. While LEAP is not equipped to offer tutoring assistance for all Gardner-Webb courses; we strive to provide tutoring assistance for highly requested courses found within Gardner-Webb University's curriculum.

LEAP peer tutoring provides Gardner-Webb University Degree Completion Undergraduate students with two reliable and flexible tutoring options to support our distance students' academic needs. Degree Completion Students can schedule a one-on-one tutoring appointment for select Degree Completion courses. All one-on-one tutoring appointments are scheduled via WebbConnect and take place in the Tucker Student Center room 336 (main GWU campus -Boiling Springs). If a Degree Completion student is unable to attend a scheduled one-on-one tutoring appointment, or if one-on-one tutoring is not offered for the requested course, a Degree Completion student can access an online tutor via Smarthinking® (a higher education online tutoring company). Degree Completion students have access to Smarthinking tutoring each semester. Degree Completion students can access Smarthinking via blackboard or WebbConnect.

LEAP is open to student input and needs as we seek to provide the best tutoring services possible. Our policies and responsibilities are developed to benefit the student-learning process.

## UNIVERSITY WRITING CENTER

*Jennifer Buckner, Director*

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off campus can receive Writing Center services via telephone or video conferencing software.

## DOVER MEMORIAL LIBRARY

*Mary Roby, Dean of Libraries*

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

800-253-8330 (Toll Free)

704-406-3925 (Reference)

704-406-4295 (Circulation)

Gardner-Webb's main library is located on the Boiling Springs, NC campus. DCP faculty and students are encouraged to visit the Dover Memorial Library, use the library website, and to contact Library staff by phone or email, as needed. DCP faculty and students may use a variety of resources and research materials through the Dover Library website. These resources include:

**ONLINE CATALOG** – provides access to our book collection (print & electronic)

**ONLINE DATABASES** – includes scholarly articles, eBooks and streaming videos available in a wide variety of subject areas.

**INTERLIBRARY LOAN AND REQUESTING BOOKS** – a process that allows students to check out books from the main collection in the library by having them mailed to a home address and to borrow books from other libraries.

**TUTORIALS AND GUIDES** – research aids created by the library to help guide students with their research.

DCP faculty are entitled to the same privileges and services as main campus faculty. A Gardner-Webb University ID card is required in order to check out library materials.

Faculty may contact the library to set up library instruction sessions for classes either at their distance learning site or at the Dover Library.

**IMPORTANT CONTACTS**

Natalie Edwards Bishop; Instruction Librarian and Adult and Distance Education Liaison  
704-406-3274; [nebishop@gardner-webb.edu](mailto:nebishop@gardner-webb.edu)

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

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

Kevin Bridges; Interlibrary Loan Assistant  
704-406-3050; [kdbridges@gardner-webb.edu](mailto:kdbridges@gardner-webb.edu)

Steve Harrington; Circulation Manager  
704-406-2183; [sharrington@gardner-webb.edu](mailto:sharrington@gardner-webb.edu)

Other libraries near DCP centers include

- Burke County Public Library .....828-437-5638
- C.G. O’Kelly Library -
- Winston Salem State University .....336-750-2440
- Catawba County Public Library.....704-637-4448
- Catawba Valley Community
- College Library .....828-327-7000 ext. 4229
- Central Piedmont Community
- College Library .....704-330-6885
- Dobson Community Library .....336-386-8208
- Forsyth Technical
- Community College Library .....336-723-0371 ext. 7219
- Gaston College Library.....704-922-6356
- Gaston County Public Library .....704-868-2164
- Isothermal Community College .....828-286-3636
- Mayland Community College .....828-765-7351
- McDowell County Public Library .....828-652-3858
- McDowell Technical Community
- College Library .....828-652-6021
- Montgomery Community
- College Library .....910-576-6222 ext.395
- Montgomery County Public Library.....910-572-1311

- Northwest AHEC Library -
- Winston-Salem, N.C. ....828-326-3662
- Richmond Community
- College Library .....910-582-7000 ext.7040
- Surry Community
- College Library .....336-386-8121 ext.3259
- Thomas H. Leath Memorial Library,
- Rockingham, N.C .....910-895-6337
- University of North Carolina
- at Charlotte .....704-547-2221
- Western Piedmont Community
- College Library .....828-438-6195
- Wilkes Community
- College Library .....336-838-6115
- Wilkes County Public Library .....336-838-2818

**DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY**

*Chair: E. Stepp*  
*DCP Coordinator: J. Collins*

**MISSION STATEMENT**

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

**RELIGIOUS STUDIES (36 HOURS)**

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

**ADMISSIONS REQUIREMENTS FOR RELIGIOUS STUDIES**

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

- 48 transferable semester hours from a regionally accredited junior college or senior college

Some courses required for admissions may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year

of enrollment and may extend the time required to complete enrollment within the first year in the program:

- Religion 304 or equivalent (1 course)
- Religion 305 or equivalent (1 course)
- English 101 (1 course)
- English 102 (1 course)

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## GOALS

To assist both undergraduate and graduate students in achieving:

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

## STUDENT LEARNING OUTCOMES

Students who choose to major in the Department of Religious Studies and Philosophy will demonstrate:

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

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Religious Studies track consists of our General Studies requirements. A student must complete 36 hours in the Religious Studies major, 18 of which must be completed with the University. The classes particular to the Religious Studies major, consist of the following:

- DCP Religious Studies Core Courses (18 hours)
- PHI 300 Introduction to Philosophy
- REL 321 Introduction to Christian History
- REL 333 Christian Theology
- REL 358 Ministry Practicum
- Can be substituted for RELI 397: Internship
- REL 371 Spiritual Formation
- REL 490 Senior Seminar

### **BIBLICAL STUDIES - CHOOSE 2 (6 HOURS)**

- REL 302 The Sacred Writings
- REL 303 Old Testament Prophets
- REL 306 Old Testament Theology
- REL 307 Studies in the Pentateuch
  - Prerequisite for Old Testament courses: REL 304
- REL 311 Synoptic Gospels
- REL 312 Life and Letters of Paul
- REL 314 New Testament Theology
- REL 316 The Writings of John
- REL 317 The General Epistles and Hebrews
  - Prerequisite for New Testament courses: REL 305
- REL 351 Biblical Backgrounds
- REL 352 Biblical Interpretation
  - Prerequisite for Backgrounds and Interpretation: REL 304 and 305

### **PRACTICAL THEOLOGY – CHOOSE 2 (6 HOURS)**

- REL 326 Introduction to Missiology
- REL 343 Growth and Revival in the Christian Church
- REL 346 World Religions
- REL 370 History and Philosophy of Religious Education
- REL 373 Church Leadership
- REL 374 Preschool and Children Discipleship
- REL 375 Youth Discipleship
- REL 376 Advanced Youth Discipleship
- REL 377 Adult Discipleship
- REL 378 Contemporary Religious Movements

Departmental electives – Choose 2 courses from the Departmental options (6 hours)

## RELIGIOUS STUDIES CHECKSHEET

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

- a. 48 transferable semester hours from a regionally accredited junior or senior college
- b. Equivalent of Religion 304
- c. Equivalent of Religion 305
- d. Equivalent of Gardner-Webb's English 101
- e. Equivalent of Gardner-Webb's English 102

## **GARDNER-WEBB COURSE WORK**

- A. General Studies requirements - See DCP General Studies Checklist
- B. Major: 3 hours each for a total of 36 hours (check, then circle course taken)
- REL 371 Spiritual Formation
- PHI 300 Introduction to Philosophy
- REL 333 Christian Theology
- REL 321 Introduction to Christian History
- REL 358 Practicum  
or RELI 397 Internship
- REL 490 Senior Seminar
- Biblical Studies - Choose 2  
REL 302, 303, 306, 307, 311, 312, 314, 316, 317, 351,  
or 352
- Practical Theology - Choose 2  
REL 326, 343, 346, 370, 373, 374, 375, 376, 377, or 378
- Religion Electives - Choose 2  
Any Religion or Philosophy course
- C. Electives (Take as many hours as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation)

## **DEPARTMENT OF SOCIAL SCIENCES**

*Chair - Professor T. Vanderburg*  
*DCP Coordinator - Professor R. Munoz*  
*Criminal Justice Coordinator - H. Craig*

### **MISSION STATEMENT**

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

### **MAJOR - CRIMINAL JUSTICE (30 HOURS)**

Gardner-Webb's Bachelor of Science degree with a major in Criminal Justice prepares the student for a specialized career in the Criminal Justice System. Graduates go on to obtain higher administrative positions in law enforcement agencies

and correctional institutions, on the local, state, and federal levels. The curriculum designed for Criminal Justice students is broad based, which covers studies from the philosophy of law enforcement to the social implications of corrections and the criminal justice system.

## **ADMISSIONS REQUIREMENTS FOR CRIMINAL JUSTICE**

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

48 transferable semester hours from a regionally accredited junior or senior college

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

English 101 (1 course)  
English 102 (1 course)

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## **LEARNING GOALS**

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

1. An awareness of the major social, political, and historical contexts of various world cultures both past and present; and
2. The intellectual skills and attitudes needed to understand and function effectively in contemporary society. To provide students in its major and minor programs with:
3. Preparation for careers such as teaching, research, social work or governmental service, and
4. A foundation for continued study in graduate or professional schools.

## **STUDENT LEARNING OUTCOMES**

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

1. A depth of content knowledge in the major discipline;



2. Effective research skills relevant to the major discipline;
3. The ability to identify and analyze significant issues in the major discipline; and
4. Effective writing and oral communication skills.

HUS 425 Crisis Intervention Counseling  
 HUS 493 Seminar in Psychology  
 PSC 495 Independent Study

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Criminal Justice track consists of our General Studies requirements (see General Studies Curriculum), providing 31 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Criminal Justice major, 15 of which must be completed with the University. The classes particular to the Criminal Justice major, consist of the following:

- CJC 410 Philosophy of Criminal Justice\*
- CJC 420 Administrative Decision Making\*
- CJC 430 Criminal Justice Theory and Research\*
- CJC 440 Trends in Criminal Justice\*
- CJC 450 International Issues in Criminal Justice\*
- CJC 460 Cybercrime
- CJC 495, 496 Independent Study
- CJC 497/498 Internship(s)
- HEA 401 Drug and Alcohol Education
- HUS 401 Psychopathology
- MGT 403 Human Behavior in Organizations
- MGT 400 Human Resource Management
- MGT 485 Leadership
- PSC 315 Civil Liberties
- PSC 314 Judicial Process
- SOC 310 Social Psychology
- SOC 313 Sociology of Deviant Behavior
- SOC 400 Minority Groups
- SOC 415 Juvenile Delinquency
- BAD 300 Legal Environment of Business
- SOC 402 Social Problems
- SOC 411 Criminology
- SOC 430 Special Topics: Sociology

*CJC\* Required course in Major*

Additional Classes that could be taken as free electives or supportive courses:

- HUS 302 Group Dynamics
- HUS 402 Introduction to Counseling
- HUS 406 Personality
- HUS 412 Psychology of Aging

## HUNT SCHOOL OF NURSING

*Dean: Sharon Starr, RN, PhD.*

*RN to BSN Program Chair: Nicole Waters, DNP, RN*

The RN to BSN Program, a baccalaureate degree completion program, is accredited by the Accreditation Commission for Education in Nursing (ACEN) located at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326: phone 404-975-5000; additional Information may be found on the ACEN website; [www.acenursing.org](http://www.acenursing.org).

## FACULTY

*Professors: J. Carlton, C. Miller*

*Associate Professors: G.Casterline,  
 S. Starr, Fran Sparti*

*Assistant Professors: T. Arnold, A. Hamrick,  
 Q. Mooring, C. Rome, N. Waters, L. Wines*

*Instructors: A. Garlock, S. Creed-Hall,  
 M. McNeilly, K. Williams, S. Tate, J. Parker*

## MISSION STATEMENT

The mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student centered programs of study for a diverse population of students that promotes academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

## GOALS OF HUNT THE SCHOOL OF NURSING

1. Establish a liberal arts educational environment based on Christian values fostering academic excellence, integrity, and a commitment to lifelong learning;
2. Provide student-centered programs of study based on current national competencies of nursing practice to meet the global health care needs of individuals, groups and communities in which holistic nursing practice, Christian caring, critical thinking, and professionalism are modeled;
3. Engage in partnerships with community health care facilities in the provision of service learning opportunities for students that include 1) patient-centered care, evidence-based practice, and interdisciplinary collaboration; and

4. Graduate a diverse population of students who are prepared to practice patient centered nursing care that is culturally competent, holistic and professional within the context of a global environment in a manner that influences nursing and health care policy and practice.

## **RN TO BSN (30 HOURS)**

### **STUDENT LEARNING OUTCOMES**

Graduates of the RN to BSN Degree Completion Program will:

1. Utilize research methodology in the provision of evidence-based practice to individuals, families, and populations in a variety of settings;
2. Establish partnerships with interdisciplinary teams to meet health needs of clients in a diverse society;
3. Incorporate professional values and ethical, moral, and legal aspects of health care into their nursing practice;
4. Employ knowledge of the political system in providing direct and indirect care to clients;
5. Apply theoretical underpinnings to their nursing practice and research;
6. Assume personal responsibility and accountability for professional nursing practice;
7. Demonstrate knowledge of leadership theory and practice; and
8. Be prepared to continue their education to achieve graduate education.

### **ADMISSIONS REQUIREMENTS FOR THE RN TO BSN PROGRAM**

Students applying for admission to the RN to BSN program must apply through the Degree Completion Admissions Office.

#### ***PROGRAM ADMISSION CRITERIA INCLUDE THE FOLLOWING***

Completion of an associate degree with a major in nursing or a hospital diploma nursing program.

Graduates of Diploma/ADN nursing programs may earn a maximum of 40 hours of nursing credit (25 hours applied as basic to baccalaureate nursing courses and 15 hours of nursing electives) upon successful completion of nine hours of nursing through Gardner- Webb University.

Current unrestricted RN licensure.

One year of nursing experience within the past five years or completion of a nursing program within the past year.

Must have a GPA of at least a 2.5 on all previous college level courses.

Submission of urine drug screen prior to clinical or practicum experiences.

Immunizations as required by the University and the Hunt School of Nursing.

Proof of satisfactory criminal background check.

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

Degree Completion Admissions Office  
Gardner-Webb University  
P.O. Box 1896  
Boiling Springs, NC 28017  
Phone: (704) 406-4625

Registered Nurses with a Bachelor's Degree in another discipline are eligible for admission to the Master of Science in Nursing (MSN) Program. See Graduate Catalog for information or contact the Director of Admissions for Graduate Studies AT 704-406-3987.

### **ACADEMIC CURRICULUM**

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

- NUR 300 Concepts in Professional Nursing (3 SH)
- NUR 301 Research in Nursing (3 SH)
- NUR 312 Advanced Health Assessment (2 SH)
- NUR 303 Trends in Health Care (3 SH)
- NUR 307 Communication Skills in Nursing (3 SH)
- NUR 402 Nursing Care of the Older Adult (3 SH)
- NUR 403 Leadership/Management in Nursing (4 SH)
- NUR 409 Senior Seminar (3 SH)
- NUR 412 Community and Public Health Nursing (4 SH)
- NUR 415 Community and Public Health Nursing Practicum (2 SH)

Electives may be selected to meet the 128 semester hour requirement for graduation as needed.

## RN TO MSN

The RN to MSN program is designed to allow students to achieve their Baccalaureate degree and work toward their MSN degree. This program of study allows nurses to apply six hours of graduate course credit to the BSN degree. Two courses in the Master of Science in Nursing Program may be substituted for two courses in the RN to BSN Program allowing students to graduate with their BSN degree and complete their MSN Program in 30 additional semester hours of courses. NURS 501 Nursing and Health Care Systems and Issues (3 SH) may be substituted for NURS 303 Trends in Health Care (3 SH), and NURS 500 Theoretical Basis for Advanced Practice (3 SH) may be substituted for 3 semester hours of NURS 300 Concepts in Professional Nursing.

## BROYHILL UNDERGRADUATE SCHOOL OF MANAGEMENT

Nationally Accredited by the Association of Collegiate Business Schools and Programs the Broyhill Undergraduate School of Business became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

### FACULTY

*Dean of the School of Business: Professor A. Negbenebor*

*Associate Dean of the School of Business:*

*Associate Professor V. Graham*

*Professors: I. Bottoms, S. Camp, D. Caudill,*

*R. Spear, E. Godfrey, T. Meaders, C. Metcalf, F. Policastro*

*Associate Professors: G. Gilsdorf, S. Johnson,*

*J. Nall, L. Xiao*

*Assistant Professors: S. Kim*

*Instructors: G. Dib, S. Mankins, M. Taylor, S. Gathers*

### MISSION STATEMENT

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

### GOALS

1. To provide both undergraduate and graduate professional training in the business disciplines to a diverse student population;
2. To enhance the scope of the University by applying the learning and analytical skills 86 fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the workplace; and

3. To encourage both its faculty and its students to pursue life-long learning, and to value service to God and humanity.

### STUDENT LEARNING OUTCOMES

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

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

### MAJORS

Accounting

Business Administration

Computer Information Systems

Healthcare Management

Entrepreneurship

The Degree Completion Program within the Godbold School of Business offers five majors which require an academic background in business and additional specialty courses within the individual majors. A multi-disciplinary common professional core component is required of all business students consisting of course work in the following areas: Accounting Principles I and II, Principles of Economics I and II, Principles of Management, Principles of Marketing, Management Information Systems, International Business, Legal Environment, Statistics, Quantitative Methods, Financial Management, and Business Policy. These courses are represented within prerequisite requirements, DCP General Studies requirements, or major requirements.

All business students are expected to complete Math 316 within the DCP general studies. Any business student not having completed college course work in algebra must take Math 300. A minimum grade of C (2.0) is required in major

courses, Math 300 and 316 courses, and prerequisite courses specified by the business major, whether taken at Gardner-Webb or transferred from another institution.

## ACCOUNTING (30 HOURS)

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

## ADMISSIONS REQUIREMENTS FOR ACCOUNTING

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

- 48 semester hours from a regionally accredited junior college or senior college
- 2 courses in Accounting Principles (equivalent to ACC 213 Accounting Principles I and ACC 214 Accounting Principles II)

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year of the program:

- College Algebra or equivalent
- Macroeconomics (1 course equivalent to ECO 203 Principles of Economics I)
- Microeconomics (1 course equivalent to ECO 204 Principles of Economics II)
- Intermediate Accounting I and II (2 courses equivalent to ACC 313 Intermediate Accounting I and ACC 314 Intermediate Accounting II)
- Principles of Management (1 course equivalent to MGT 316 Principles of Management)
- Business Law (1 course equivalent to BAD 300 Legal Environment of Business)
- Principles of Marketing (1 course equivalent to BAD 318 Principles of Marketing)
- English 101 (1 course)
- English 102 (1 course)

Failure to register for a course required for admissions will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## PROGRAM GOALS

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;



8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Accounting - in modern business environment

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Accounting track consists of our General Studies of Liberal Arts (see General Studies). A student must complete 33 hours in the Accounting major, 15 of which must be completed with the University. The specific classes required for the Accounting degree consist of the following:

ACC 315 Cost Accounting  
 ACC 400 Accounting Information Systems  
 ACC 425 Federal Income Tax I  
 ACC 435 Advanced Accounting  
 ACC 450 Auditing  
 BAD 304 Applied Business Statistics  
 BAD 305 Quantitative Methods  
 BAD 312 Financial Management  
 BAD 360 International Business  
 BAD 480 Business Policy  
 CIS 300 Management Information Systems

## BUSINESS ADMINISTRATION (33 HOURS)

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

## ADMISSIONS REQUIREMENTS FOR BUSINESS ADMINISTRATION

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

48 semester hours from a regionally accredited junior college or senior college

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses

required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year of the program:

Accounting Principles (2 courses equivalent to ACC 213 Accounting Principles I and ACC 214 Accounting Principles II)  
 Macroeconomics (1 course equivalent to ECO 203 Principles of Economics I)  
 Microeconomics (1 course equivalent to ECO 204 Principles of Economics II)  
 Business Communications (1 course equivalent to BAD 325 Business Communications Applications)  
 Business Law (1 course equivalent to BAD 300 Legal Environment of Business)  
 Principles of Marketing (1 course equivalent to BAD 318 Principles of Marketing)  
 Principles of Management (1 course equivalent to MGT 316 Principles of Management)  
 English 101 (1 course)  
 English 102 (1 course)  
 Coursework in College Algebra or equivalent

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## PROGRAM GOALS

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience).
2. Students will apply concepts of Christian faith, service, leadership, and business ethics.
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;

2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Business Administration - in modern business environment.

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Business Administration track consists of our General Studies of Liberal Arts (see General Studies). A student must complete 33 hours in the Business Administration major, 15 of which must be completed with the University. The specific classes required for the Business Administration degree consist of the following:

BAD 304 Applied Business Statistics  
 BAD 305 Quantitative Methods  
 BAD 312 Financial Management  
 BAD 360 International Business  
 BAD 480 Business Policy  
 CIS 300 Management Information Systems  
 MGT 410 Entrepreneurship  
 MGT 416 Production and Operations Management  
 MGT 485 Leadership

### **CHOOSE TWO COURSES FROM THE FOLLOWING:**

BAD 340 Integration of Faith and Business  
 MGT 400 Human Resource Management  
 MGT 403 Human Behavior in Organizations  
 MGT 466 International Marketing

## COMPUTER INFORMATION SYSTEMS (33 HOURS)

The Bachelor of Science Degree in Computer Information Systems (CIS), offered through Gardner-Webb's Broyhill

Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in management information systems. Computer information systems is one of the fastest growing areas of study, as well as one offering plentiful career opportunities. The program provides students with training in business knowledge, information technologies, and management skills to solve business problems and achieve strategic objectives in organizations. Graduates with a degree in Computer Information Systems can pursue a wide array of positions in systems development, Internet and network technologies, information management, and business consulting.

## ADMISSIONS REQUIREMENTS FOR COMPUTER INFORMATION SYSTEMS

Prior to enrolling in the Computer Information Systems program, the applicant should have the following courses in his or her academic transcript:

48 semester hours from a regionally accredited community college or four-year institution

Some courses required for admissions may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

Accounting Principles (2 courses equivalent to ACC 213 Accounting Principles I and ACC 214 Accounting Principles II)  
 Economic Principles (2 courses equivalent to ECO 203 Principles of Economics I and ECO 204 Principles of Economics II)  
 Business Law (1 course equivalent to BAD 300 Legal Environment of Business)  
 Business Statistics (1 course equivalent to BAD 304 Applied Business Statistics)  
 Programming Language (1 course)  
 Principles of Management (1 course equivalent to MGT 316 Principles of Management)  
 Principles of Marketing (1 course equivalent to BAD 318 Principles of Marketing)  
 English 101 (1 course)  
 English 102 (1 course)  
 Coursework in College Algebra or equivalent

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## PROGRAM GOALS

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and

9. Students will demonstrate in-depth understanding and proficiency of major field area: Computer Information Systems - in modern business environment

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Computer Information Systems track consists of our General Studies of Liberal Arts (see General Studies). A student must complete 33 hours in the Computer Information Systems major, 15 of which must be completed with the University. The specific classes required for the Computer Information Systems degree consist of the following:

BAD 305 Quantitative Methods  
BAD 312 Financial Management  
BAD 360 International Business  
BAD 480 Business Policy  
CIS 300 Management Information Systems  
CIS 371 Systems Analysis and Design  
CIS 433 Database Management  
CIS 460 Data Communications and Networking  
CIS 470 Strategic Information Management

### ***INFORMATION SYSTEMS EMPHASIS, CHOOSE TWO COURSES FROM:***

ACC 400 Accounting Information Systems  
CIS 375 Introduction to Computer and Network Security  
CIS 432 Information Systems Project Management  
CIS 485 Topics in Management Information Systems

### ***INFORMATION TECHNOLOGY EMPHASIS, CHOOSE TWO COURSES FROM:***

CIS 375 Introduction to Computer and Network Security  
423 Survey of Programming Languages  
CIS 471 Software Engineering  
CIS 485 Topics in Management Information Systems

## **ENTREPRENEURSHIP (33 HOURS)**

The Bachelor of Science Degree with a major in Entrepreneurship, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a comprehensive study of Entrepreneurship by encouraging and equipping students to bring ethics, faith, service and leadership into the business community. With a four-year degree in Entrepreneurship, this course of study will help to prepare graduates to make significant contributions for God and humanity in a rapidly changing global business environment where job-creation and economic development are current and critical needs.

## ADMISSIONS REQUIREMENTS FOR ENTREPRENEURSHIP

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

48 semester hours from a regionally accredited junior college or senior college

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year of the program:

Accounting Principles (2 courses equivalent to ACC 213: Accounting Principles I and ACC 214: Accounting Principles II)

Macroeconomics (1 course equivalent to ECO 203: Principles of Economics I)

Microeconomics (1 course equivalent to ECO 204: Principles of Economics II)

Business Communications (1 course equivalent to BAD 325: Business Communications Applications)

Business Law (1 course equivalent to BAD 300: Legal Environment of Business)

Principles of Management (1 course equivalent to MGT 316: Principles of Management)

English 101 (1 course)

English 102 (1 course)

Introduction to Entrepreneurship (1 course equivalent to ENT 410: Entrepreneurship)

Coursework in College Algebra or equivalent

Failure to register for a course required for admissions will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## PROGRAM GOALS

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);

2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;
3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects.
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Entrepreneurship - in modern business environment

## COURSE REQUIREMENTS

As with all Degree Completion Program majors, approximately half of the Entrepreneurship track consists of our General Studies of Liberal Arts (see General Studies). A student must complete 33 hours in the Entrepreneurship major, 15 of which



must be completed with the University. The specific classes required for the Entrepreneurship degree consist of the following:

CIS 300 Management Information Systems  
BAD 304 Business Statistics  
BAD 305 Quantitative Methods  
BAD 312 Financial Management  
BAD 480 Senior Business Policy  
MGT 485 Leadership  
ENT 350 Enterprise Creation  
ENT 360 Enterprise Growth  
ENT 430 Enterprise Funding  
ENT 440 Enterprise Marketing  
ENT 460 Enterprise Strategy

## **HEALTHCARE MANAGEMENT (33 HOURS)**

The Bachelor of Science Degree with a major in Healthcare Management, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in Healthcare Management.

Healthcare Management is designed to prepare individuals who have a health related and/or business education background to assume positions in healthcare management and to recognize and to respond to the emerging health needs of a changing society.

## **ADMISSIONS REQUIREMENTS FOR HEALTHCARE MANAGEMENT**

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

48 semester hours from a regionally accredited junior college or senior college

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

Accounting Principles (2 courses equivalent to ACC 213: Accounting Principles I and ACC 214: Accounting Principles II)  
Macroeconomics (1 course equivalent to ECO 203: Principles of Economics I)

Microeconomics (1 course equivalent to ECO 204: Principles of Economics II)  
Business Law (1 course equivalent to BAD 300: Legal Environment of Business)  
Business Statistics (1 course equivalent to BAD 304: Applied Business Statistics)  
Principles of Management (1 course equivalent to MGT 316: Principles of Management)  
Financial Management (1 course equivalent to BAD 312: Principles of Finance)  
Principles of Marketing (1 course equivalent to BAD 318: Principles of Marketing)  
English 101 (1 course)  
English 102 (1 course)  
Coursework in College Algebra or equivalent

Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

## **PROGRAM GOALS**

1. Students will demonstrate general business knowledge of functional areas (including Marketing, Finance, Accounting, and Management), knowledge of the business environment (Legal Environment of Business, Economics, Business Ethics, and Global Dimensions of Business), knowledge of technical skills (Information Systems and Quantitative Techniques/Statistics), and integrative knowledge (Business Policies, or comprehensive experience);
2. Students will apply concepts of Christian faith, service, leadership, and business ethics; and
3. Students will demonstrate communication, leadership and teamwork skills associated with entry-level professional positions by providing in-depth academic and analytical training within the discipline related to the academic major.

## **STUDENT LEARNING OUTCOMES**

1. Demonstrate proficiency in functional areas (Ref: ACBSP CPC including Marketing, Accounting, Finance, Management, Legal Environment, Economics, Business Ethics, Global Business, Information Systems, Quantitative Techniques, and Business Policy), business environment, technical skills and integrative knowledge;
2. Demonstrate ability to identify ethical dilemmas, evaluate alternatives and make appropriate ethical decisions through the application of Christian values using case studies and ethical scenarios;

# SCHOOL OF EDUCATION

## FACULTY

*Dean, Director of Graduate Studies, Coordinator of Educational Leadership, Coordinator of EDLS: A. Eury*  
*Assessment Coordinator: J. Hamilton*  
*Director of Undergraduate Studies/TEC,*  
*Chair of Middle Grades Education: K. Clark*  
*Chair of Elementary Education, Licensing Officer: TBA*  
*Director of Undergraduate Teacher Education*  
*Clinical Experiences: J. Parker*  
*Coordinator of Degree Completion: L. Wesson*  
*Professors: A. Eury, C. McKinney, L. Wesson*  
*Assistant Professors: K. Clark, J. Parker, J. Putnam, A. Sanders*

## MISSION STATEMENT

The Gardner-Webb University School of Education empowers candidates and communities through innovative, collaborative leadership by applying principals of continuous improvement to expand human, social, and spiritual potential.

## GOALS

The School of Education strives to accomplish its mission through its commitment to

1. Prepare undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. Provide rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;
3. Hire faculty who fill the role of caring, patient mentors while they model lifelong learning that reflects inquiry- and problem-based decision making; and
4. Foster partnerships with and provide service to public schools and other organizations through collaborative activities such as consultation, research, and staff development.

## STUDENT LEARNING GOALS

### LEARNING GOALS

1. Candidates will develop leadership skills to assume leadership roles in an educational setting. (NCTCS I)
2. Candidates will develop methods to establish a respectful environment for a diverse population of students. (NCTCS II)

3. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience;
4. Demonstrate the ability to clearly and effectively prepare written business communications by preparing case study analyses and projects that use APA format and present a clearly written, logical analysis of a proposition;
5. Demonstrate effective oral communication by presenting case study analyses and business projects;
6. Demonstrate understanding of leadership concepts;
7. Demonstrate effective teamwork skills through collaborative problem solving;
8. Demonstrate critical thinking/analytical skills (quantitative and qualitative analysis and problem solving) by effectively communicating viewpoint supported by facts and scholarly citations; and
9. Students will demonstrate in-depth understanding and proficiency of major field area: Healthcare Management - in modern business environment

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Healthcare Management track consists of our General Studies of Liberal Arts (see General Studies). A student must complete 33 hours in the Healthcare Management major, 15 of which must be completed with the University. The specific classes required for the Healthcare Management degree consist of the following:

HMG 300 Introduction to Healthcare Management  
HMG 303 Econ/Finance for Healthcare Management  
HMG 310 Diversity and Culture  
HMG 315 Healthcare Quality Seminar  
HMG 400 International Health  
HMG 410 Healthcare Law and Ethics  
BAD 305 Quantitative Methods for Business  
BAD 360 International Business  
BAD 480 Business Policy  
CIS 300 Management Information Systems

### CHOOSE 1 COURSE FROM THE FOLLOWING:

MGT 400 Human Resource Management  
MGT 403 Human Behavior in Organizations  
MGT 485 Leadership

3. Candidates will demonstrate a depth of content knowledge to make connections across disciplines and make content relevant to students. (NCTCS III)
4. Candidates will facilitate learning and track data to support student growth. (NCTCS IV)
5. Candidates will reflect on their practice to adapt their instruction based on research and data to best meet the needs of their students. (NCTCS V)

## MAJOR FIELDS OF STUDY

The school offers one major leading to the Bachelor of Science degree:

Elementary Education

## MINOR FIELDS OF STUDY

Professional Education

## MAJOR FIELDS OF STUDY DETAIL

### CONCEPTUAL FRAMEWORK OF TEACHER PREPARATION

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Elementary and Middle Grades Education. The professional education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, Mathematics, and Social Studies. In addition, successful completion of the professional education minor is required for undergraduate students seeking licensure at the K-12 level in the special subject areas of Art, French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. Graduate programs at the Master's degree level are offered in Elementary Education (K-6), English Education (9-12), Middle

Grades Education (6-9), School Counseling (K-12) and School Administration (K-12). Candidates who successfully complete these programs of study apply for the Class M license, with the exception of School Administration candidates who apply for the Class P license. In addition to the undergraduate and master's degree program, qualified candidates are offered to study at the doctoral level. Two tracks are offered in the Ed. D. program; educational leadership and curriculum and instruction.

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives, (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our course work to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

### THE LEARNER

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, field experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must focus

on inclusion, recognizing that “educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system” (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists, is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

## **KNOWLEDGE**

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the School of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through course work, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the School of Education’s support of The Center for Innovative Leadership Development, which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CIL) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

## **ASSESSMENT**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s course work, field experiences, and professional practice.

## **TEACHER EDUCATION COMMITTEE**

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education programs. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public school personnel.



## ADMISSION TO THE TEACHER EDUCATION PROGRAM

To be admitted to the Teacher Education Program, the undergraduate degree seeking candidate must meet the following requirements:

1. File a declaration of intent to major in an area of licensure with the Academic Advising Center.
2. Complete a minimum of 30 cumulative semester hours, with at least 12 hours earned at Gardner-Webb.
3. Complete the Application for Admission to Teacher Education. Applications are due the first Monday in October and the first Monday in March. (See calendar dates listed on course schedule).
4. For accreditation purposes, candidates are expected to have an overall GPA of 3.0 in addition to other factors for admission in to Teacher Education.
5. Complete EDUC 250 with a grade of C or better (a C- is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate.
6. Obtain the minimum scores currently required by State Board of Education on the PRAXIS CORE examinations or the SAT/ACT equivalents. These scores are subject to change by the State Board of Education. Applicants must satisfy the score requirements in effect at the time of Admission to the Teacher Education Program. Elementary Education applicants must also take the state-mandated examination for licensure to be considered for Admission. Elementary Education applicants do not have to pass the examination for admittance.
7. Must complete MATH 204 and MATH 205 with a "C" or better if majoring in Elementary Education.
8. Successfully complete the Teacher Education Program Interview.

## THE PROFESSIONAL SEMESTER

Before beginning the professional semester (which includes the 15-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching on or before February 15 for teaching in a fall semester and on or before September 15 for teaching the spring semester. (See calendar dates listed on course schedule).
2. Maintain a 2.5 cumulative grade point average.

3. Maintain a grade of C (2.0) or better (a C- is not acceptable) in all professional education courses.
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education. These requirements are described under the appropriate department listing.

## STUDENT TEACHING AND RELATED CLINICAL EXPERIENCES

Student teaching assignments and various clinical experiences required throughout the Teacher Education Program are made by the Director of Undergraduate Clinical Experiences and Student Teaching in public schools within commuting distance from the University. Transportation to and from these sites is the responsibility of the candidate.

## COMPLETION OF THE TEACHER EDUCATION PROGRAM

Successful completion of the basic course and licensure requirements, all major requirements and the Professional Education Minor, including the professional semester, will qualify candidates for licensure in North Carolina and many other states.

## NORTH CAROLINA LICENSURE REQUIREMENTS

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements

1. Complete an approved program of study.
2. Obtain minimum scores on the state-required examinations for your licensure area, if applicable.
3. Submit the completed application for licensure to the School of Education.
4. Provide official transcripts for all college and university work completed at other institutions to the office of School of Education.
5. Remit the processing fee required by the State of North Carolina at the time of application.

## LICENSURE ONLY CANDIDATES

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

## ADDITIONAL INFORMATION

All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDU 250, Teaching in 21st Century Schools and EDU 450, Student Teaching. This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDU 250, Teaching in the 21st Century.

All course work in the education major (elementary) and in the education minor must have a grade of "C" or better ("C-" is not acceptable).

## ADMISSIONS REQUIREMENTS FOR ELEMENTARY EDUCATION

Prior to enrolling in the Elementary Education Program the applicant should have the following courses on his or her academic transcript:

A minimum of 44 semester hours from a regionally junior college or senior college; English

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year of the program:

English 102  
Art Appreciation (1 course equivalent to ART 307)  
US 20th Century (1 course equivalent to HIS 319)  
US Government (1 course equivalent to PSC 302)  
Old Testament (1 course equivalent to REL 304)  
New Testament (1 course equivalent to REL 305)  
Health & Wellness (1 course equivalent to HPE 338)  
Oral Communication (1 course equivalent to BAD 325)  
American Literature (1 course equivalent to ENG 332)  
General Biology (1 course equivalent to BIO 111)  
Introduction to Chemistry (1 course equivalent to CHM 103)  
Probability & Statistics (1 course equivalent to MTH 316)  
Research Skills (1 course equivalent to LIB 301)  
Music Survey (1 course equivalent to MUS 320)  
British Literature (1 course equivalent to ENG 312)  
Global Understanding (1 course equivalent to SSC 305)  
Physical Geology (1 course equivalent to GEL 120)  
OR Physical Geography (1 course equivalent to GEO 130)

## ELEMENTARY EDUCATION (34 HOURS)

Elementary Education is designed to prepare candidates to become teachers in grades K-6. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in an elementary school setting. Candidates will investigate current educational theory, educational philosophy, and elementary methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the catalog for entrance into Teacher Education and for entrance into the Professional Semester.

## STUDENT LEARNING OUTCOMES

(Subject to change based on data collected and analyzed by the Elementary Education faculty.)

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting. (NCTCS I)
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting. (NCTCS I)
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners. (NCTCS II)
4. Candidates will be able to differentiate instruction in an effective and appropriate manner. (NCTCS II)
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts. (NCTCS III)
6. Candidates will be able to implement processes relative to the specific discipline. (NCTCS III)
7. Candidates will be able to use formative and summative assessment data to inform instruction. (NCTCS IV)
8. Candidates will be able to integrate reading practices and assessments to design and implement an appropriate reading program of instruction. (NCTCS IV)
9. Candidates will be able to implement management processes in an educational setting. (NCTCS IV)
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement. (NCTCS V)
11. Candidates will use research and data to adapt instruction. (NCTCS V)

12. Candidates will be able to design instruction to meet the needs of digital age learners. (NCTCS V)
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization. (NCTCS V)
8. understanding of the teacher's role as a change agent and the relevance of current issues related to teaching as a profession and to schooling in a complex society (NCPTS I, II, IV);
9. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV); and

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice.

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb General Studies curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that he or she will teach (NCPTS III);
3. understanding of the unique learning characteristics of children from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students (NCPTS II);
4. the ability to plan, adapt, reflect on curriculum theory, and teaching strategies to meet the needs of the K-6 learner (NCPTS III, IV, and V);
5. the ability to organize classroom environments conducive to facilitating and stimulating the life-long intellectual growth of all children (NCPTS IV);
6. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school, and among the school community (NCPTS I, V);
7. the ability to effectively assess and evaluate student learning and to use results to establish an effective instructional program (NCPTS IV, V);

10. a commitment to service within the school and global community (NCPTS I, V).

## COURSE REQUIREMENTS

The Basic Course requirements must be satisfied. The candidate will not be permitted to complete more than 50% of the major until formally admitted into the Teacher Education Program.

It is recommended that teacher candidates take the following courses the semester before student teaching: EDUC 435 AND EDUC 312.

The candidate must also complete the Professional Education minor.

- EDU 302 Literacy Foundations
- EDU 306 Literacy and the Language Arts for K-8
- EDU 311 Fine Arts Integration in 21st Century Schools
- EDU 312 Practicum in Literacy
- EDU 410 Introduction to Integrated Curriculum and Assessment
- MAT 204 Math Content for Elementary Teachers
- MAT 205 Math Content for Elementary Teachers II
- MED 330 Math Methods in 21st Century Schools
- PED 300 Healthful Living for Elementary Education
- SED 330 Science Methods in 21st Century Schools
- SST 307 Social Studies Methods in 21st Century

Additional requirements for NC licensure (may be taken as part of the DCP General Studies requirements): ART 307, BIO 111, CHM 103, GEOL 101 or GEOG 101, HIS 319, MUS 320, PSC 302, ENG 332, and ENG 312.

The candidate must also complete the Professional Education minor.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revised. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalogue under which they entered Gardner-Webb University. Candidates who are already in teacher education can choose to complete the current program or the new program.

It is recommended that teacher candidates take the following courses the semester before student teaching: EDU 435, EDU 350, and MED 330.

## MINOR FIELDS OF STUDY DETAILS

\*The education minor can only be used in conjunction with majors in which there are approved licensure programs.

## PROFESSIONAL EDUCATION MINOR (27 HOURS)

For Elementary Education majors the following courses are required:

- EDU 250 Teaching in the 21st Century
- EDU 350 Diverse Populations in 21st Century Schools
- EDU 435 Facilitating Learning in 21st Century Schools
- EDU 450 Student Teaching
- PSY 303 Educational Psychology

In all cases candidates will not be permitted to complete more than 50% of the minor until they are formally admitted into the Teacher Education program.

## ADDITIONAL REQUIREMENTS FOR TRANSFER MAJORS

All elementary education students transferring under the Comprehensive Articulation Agreement must complete ENG 332; ENG 312; ART 307; MUS 320; PSC 302; BIO 111; CHM 103; GEOL 101 or GEOG 101; MTH 316; and HIS 319.

Equivalences exist within the community college curriculum for each of the above courses. Careful planning prior to transfer can ensure that these licensure requirements are met within the context of the A.A. degree.

# SCHOOL OF PSYCHOLOGY AND COUNSELING

*Dean: Professor D. Carscaddon*

*Human Services Coordinator: Assistant Professor S. Webb*

## MISSION STATEMENT

The mission of the traditional undergraduate program of the School of Psychology and Counseling is to give students a broad overview of the field of psychology within the foundation of a Christian, liberal arts institution.

## HUMAN SERVICES (30 HOURS)

### HUMAN SERVICES MISSION STATEMENT

The Human Services Program educates students in the skills and competencies necessary to enter and advance their careers in a wide variety of social service arenas. The Program integrates classroom instruction with opportunities for field-based experiences to foster the application of knowledge and skills in community-based settings. It is founded on a competency-based perspective which emphasizes the enhancement of clients' capabilities to meet the challenges they face.

## ADMISSIONS REQUIREMENTS FOR HUMAN SERVICES

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

48 semester hours from a regionally accredited junior or senior college

Some courses required for admission may be completed concurrently with course work by taking such courses offered in the curriculum. Such concurrent enrollment for courses required for admission must be completed within the first year of enrollment and may extend the time required to complete the degree program. The following may be completed by concurrent enrollment within the first year in the program:

English 101 (1 course)

English 102 (1 course)

HUS 201 General Psychology



Failure to register for a course required for admission will prohibit the student from registering for any subsequent semester until courses required for admission are complete.

Additional requirements for students transferring under articulation:

The general education course requirements must be satisfied.

## HUMAN SERVICES GOALS

The School of Psychology and Counseling endeavors to develop within its Human Services Program graduates who:

1. Understand the integration of personal and systemic interventions;
2. Advocate on behalf of disenfranchised persons and
3. Promote humanitarian social change.

## HUMAN SERVICES LEARNING OUTCOMES

Graduates of the B.S. in Human Services Program are expected to:

1. Have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups;
2. Demonstrate knowledge, theory, and skills in:
  - a. Assessing needs in individuals, families and communities,
  - b. Providing services and advocating for community constituents,
  - c. Various delivery systems in the community;
3. Demonstrate knowledge, theory, and skills in information management;
4. Have an understanding of professional standards and ethical requirements; and
5. Have an understanding of self in relation to the community and other cultures.

The B.S. degree program in Gardner-Webb's Bachelor of Science with a major in Human Services is designed to give students a solid foundation in the principles, theories and skills needed to provide services as a human services practitioner. By the end of the program, students should have gained the ability to relate to consumers on multiple levels. The curriculum consists of courses and experiences so that a graduate will have the knowledge and skill to perform entry-level work in public, not-for-profit, and private settings.

## HUMAN SERVICES - BOARD CERTIFIED PRACTITIONER

The Center for Credentialing Education (CCE) with assistance from the National Organization for Human Services created the Human Services-Board Certified Practitioner (HS-BCP) credential in 2008. Students who obtain a B.S. degree in Human Services are eligible to apply to sit for the Human Services Practitioner Examination.

## LEARNING GOALS

The School of Psychology and Counseling endeavors to develop within its Human Services Program graduates who:

1. Students will gain an appreciation for the importance of social responsibility in a diverse world;
2. Students will increase knowledge base in Human Services;
3. Students will practice and gain knowledge of self-awareness and self-understanding; and
4. Students will demonstrate ethical decision making skills.

## STUDENT LEARNING OUTCOMES

Graduates of the B.S. in Human Services Program are expected to:

1. Students will assess the contexts of relationships, issues, and trends in a multicultural society;
2. Students will identify theories and models to provide direct service delivery for clients;
3. Students will demonstrate awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations; and
4. Students will demonstrate knowledge of Human Services values that are consistent professional ethics and application to practice.

## COURSE REQUIREMENTS

As with all DCP majors, approximately half of the Human Services track consists of our General Studies of Liberal Arts (see General Studies Curriculum). A student must complete 30 hours in the Human Services major, 15 of which must be completed with the University. The primary courses to the Human Services major consist of the following:

HUS 300 Ethical Issues in Helping Professions  
HUS 301 Treatment Modalities  
HUS 302 Group Dynamics

HUS 320 Introduction to Clinical Practice  
HUS 401 Psychopathology  
HUS 402 Introduction to Counseling  
HUS 406 Personality  
HUS 425 Crisis Intervention Counseling  
HUS 450 Positive Psychology  
HUS 493 Human Services Seminar  
HUS 497 Internship

Additional Classes that could be taken as free electives or supportive courses:

HUS 310 Social Psychology  
\*HUS 374 Psychology of Religion  
\*HUS 412 Psychology of Aging  
\*HUS 415 Juvenile Delinquency (cross listed with SOC 415)  
\*HUS 493 Human Services Seminar (topics may vary)  
HUS 498 Internship  
MGT 400 Human Resource Management  
MGT 403 Human Behavior in Organizations  
PSC 315 Civil Liberties  
SOC 400 Minority Groups

These courses may be taken when necessary to fulfill major requirements.

# THE GAYLE BOLT PRICE SCHOOL OF GRADUATE STUDIES

## THE MISSION OF THE GAYLE BOLT PRICE SCHOOL OF GRADUATE STUDIES

The mission of the Gayle Bolt Price School of Graduate Studies is to provide opportunities for high quality advanced study to individuals holding bachelor's degrees from regionally accredited institutions, within a context that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students love of learning, service, and leadership. The curricula, which for the most part are designed to meet the needs of full-time professionals working in their fields, emphasize independent, critical thinking; effective communication; and the importance of the scholar and professional as theorist and practitioner.

## GOALS

In order to fulfill its mission, the Gayle Bolt Price School of Graduate Studies has the following goals:

1. To ensure that students receive high quality instruction from graduate faculty who encourage independent, critical thinking and effective communication; who integrate current theories and research into coursework; and who model the scholar and professional as theorist and practitioner;
2. To ensure that the curricula of the various graduate programs provide students with both depth and breadth of content;
3. To ensure that the curricula of the various graduate programs provide students with opportunity to gain knowledge of the important literature of their academic discipline;
4. To ensure that the curricula of the various graduate programs provide students with opportunity to engage in research and/or appropriate professional practice and training experiences; and
5. To ensure that students receive accurate, timely, and helpful advising information.

Graduate programs are offered in the following areas.

**Business:** Master of Accountancy, Master of Business of Administration, Master of International Business Administration, Master of Wealth and Trust Management,

dual Master of Business Administration/Master of Divinity, dual Master of Business Administration/Master of Science in Nursing

Post-Masters Certificates in Accounting; Economics; Entrepreneurship; Finance; Forensic Accounting; Healthcare Management; Hospitality, Tourism, and Event Management; Human Resources; International Business; Management Information Systems; Marketing; Sport Management; Tax Accounting

**Counseling:** Master of Arts in Mental Health Counseling, Master of Arts in School Counseling, dual Master of Arts in Mental Health Counseling/Master of Divinity

**Education:** Master of Arts in Curriculum and Instruction (K-12, with concentrations in Academically and Intellectually Gifted Education, Christian School Education, Elementary Education, Middle Grades Education, Rural Education, Teacher Leadership, Urban Education), Master of Arts in Executive Leadership Studies (K-12), Education Specialist in Executive Leadership, Doctor of Education in Curriculum and Instruction, Doctor of Education in Educational Leadership, Doctor of Education in Organizational Leadership  
Post-master's Add-on Licensure in School Administration  
English: Master of Arts in English (with concentrations in English Education Studies, Literature Studies, Writing Studies), dual Master of Arts in English/Master of Divinity

**Nursing:** Master of Science in Nursing Administration, Master of Science in Nursing Education; Master of Science in Nursing Family Nurse Practitioner; Doctor of Nursing Practice; dual Master of Science in Nursing/Master of Business Administration  
Post-master's certificates in Administration, Education, and Family Nurse Practitioner

**Physician Assistant Studies:** Master of Physician Assistant Studies

**Religion:** Master of Arts in Religion, dual Master of Arts in Religion/Master of Divinity

**Sport Pedagogy:** Master of Arts in Sport Pedagogy

**For programs in Divinity, see the Divinity section of the Catalog.**

## ADMISSION REQUIREMENTS

Application materials are available **online** or from the Graduate Admissions Office. For program-specific requirements, refer to subsequent program sections.

1. Submit an application form along with a \$40 nonrefundable processing fee.
2. Arrange for the required transcripts to be sent directly from each institution attended. Unofficial transcripts might help expedite the admission process, but full admission will not be granted until official transcripts have been filed.
3. Submit professional references on the program-specific recommendation form downloadable from the Graduate Admissions website. Appropriate references might include (1) current or past professor, (2) current or past supervisor, (3) academic or business professional. (See also the specific program requirements for references.)
4. Arrange for submission of an official report of required standardized test scores. Unofficial scores may help to expedite the admission process, but full admission will not be granted until official scores have been filed.

When an application is complete, it will be evaluated by an admissions committee. The applicant will receive official notification of the committee's decision from the Dean of the School of Graduate Studies. Due to the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

## INTERNATIONAL STUDENTS' REQUIREMENTS

In addition to the standard application procedure, several additional steps must be taken.

1. TOEFL - A TOEFL (Test of English as a Foreign Language) score of at least 500 must be submitted for a paper-based test, or Minimum 173 for computer-based, or minimum 61 for internet-based. Required for international students only if English is not their first language.
2. Transcripts from institutions outside the United States must first be submitted to World Education Services, Inc., (WES) or an approved similar service for a course-by-course evaluation before being submitted to Graduate Admissions.

International applicants planning to immigrate to the U.S.A. must submit the following documentation in addition to the items listed above.

1. Passport - International students must provide to the office of admissions a copy of their passport as part of their admission material.
2. Visa - International student must provide to the Office of Graduate Admissions a copy of their current Visa status as part of their admission material. Permanent Residents need to supply a copy of their permanent residency card.
3. Documents to Support Financial Responsibility - Provide a copy of the most recent bank statement and one of the following: recent tax return or copies of the last three pay stubs.
4. I-20 Request Form - International applicants will need to complete this form and submit with other required documents before an I-20 can be issued. Once received, the I-20 will enable the student to apply for a visa with the embassy.
5. International Student Transfer form (if coming from another U.S. institution, a copy of I-94 and I-20 are required)

International student forms such as the I-20 Request Form and the International Student Transfer Form, may be found online at [www.gardner-webb.edu](http://www.gardner-webb.edu).

Depending on their visa status, international students residing in the U.S. may be eligible for admission to face-to-face programs only. International students residing outside the U.S. are eligible for admission to fully online programs.

## TYPES OF ADMISSION STATUS

Admission for graduate study at Gardner-Webb University is granted in the following categories.

### FULL ADMISSION

An applicant who meets all criteria for admission to any degree program may be granted full admission.

### PROVISIONAL

Depending on program-specific admissions criteria, an applicant who does not meet the formal requirements for full admission may be granted provisional admission. A student admitted with provisional status must meet any stipulations attached to his/her admission before being granted full admission.

In most instances students must meet the stipulations of provisional admission within the first six hours of graduate work completed at Gardner-Webb. Any exceptions to the six-hour policy must be agreed upon by the Graduate Dean and



director/coordinator of the program at the time of the provisional admission decision and specified in the acceptance letter.

If the terms of the provisional acceptance are not successfully met, the student may reapply for admission after one year. The program graduate faculty will make the decision on whether to readmit and if readmitted, the stipulations that will apply.

### **NON-DEGREE-SEEKING STUDENTS**

A student entering the School of Graduate Studies to take courses for professional or career enhancement as a non-degree seeker is granted special admission. A maximum of six semester hours may be taken as a special student and applied toward a degree at Gardner-Webb.

### **TRANSIENT**

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb to take courses for transfer to the institution in which he or she is enrolled as a degree candidate. A transient student must submit an abbreviated application for admission to the Graduate School and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing. See program sections for additional information if applicable.

## **TRANSFER OF COURSES FOR GRADUATE CREDIT**

The primary purpose of the transfer of credits policy is to grant incoming students credit for graduate work previously completed.

Currently enrolled students are expected to take the appropriate courses offered by Gardner-Webb. However, permission may be granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement. Students must satisfy licensure competencies as well as perform satisfactorily on program comprehensive exams. In addition, the Registrar's Office must have an original transcript on file showing the transfer course(s) before commencement, or the student's graduation may be delayed.

With the approval of the coordinator/director of the program and the Dean of the School of Graduate Studies, a maximum of six semester hours may be accepted from another accredited graduate school toward the fulfillment of requirements for a degree or MBA-Plus Certificate. A maximum of nine credit hours may be transferred into the Mental Health Counseling program, with consideration of three additional hours through an appeals process. Transfer credit may not be possible in the master's and certificate

programs in the School of Education because of the modular curriculum and cohort approach of these programs, and no credits may be transferred into the Ed.S. and Ed.D. programs due to their module structure. Up to nine credit hours for courses in Pathophysiology, Pharmacology, and Advanced Health Assessment may be transferred into the M.S.N.-Family Nurse Practitioner program and the F.N.P. Certificate program. The Physician Assistant Studies program does not accept transfer credit.

Credit will not be given for courses taken more than six (6) calendar years before acceptance to graduate study or for courses required to earn another completed degree. Students currently enrolled in a graduate degree program at Gardner-Webb must have prior written approval to take courses from another institution for transfer credit.

Transfer credit will not be accepted for any course in which students earned below a grade of B. When transfer credit is requested for graduate courses that were graded on a P/F basis, approval of credit for courses in which the grade was a P will be decided on a case-by-case basis. A student may not take courses for transfer credit from another institution while on suspension or on probation.

A student seeking to transfer courses must fill out the Request for Transfer Credit Form available online through Registrar Services.

## **GRADUATE CREDIT FOR UNDERGRADUATE STUDENTS**

Academically strong students at Gardner-Webb University may be permitted, under special circumstances, to register for graduate courses with the permission of the faculty member teaching the course and the appropriate graduate coordinator/director or Dean/Chair of the School/Department. Graduate-level courses may not be counted toward both the bachelor's and master's degree.

## **READMISSION OF FORMER STUDENTS**

Any student who does not register for three consecutive terms (summer counts as one term) must apply for readmission and be readmitted before resuming graduate work.

# **ACADEMIC INFORMATION**

## **TIME LIMITS**

Students have a time limit to complete their degree of six (6) calendar years in master's programs and seven (7) calendar years in the doctoral programs, from the beginning of the term in which they complete their first graduate course towards the degree they are currently seeking. Students who experience extenuating circumstances may apply for an extension through their program coordinator. The program graduate faculty makes the decision on whether to grant the extension and what stipulations will apply. The program

coordinator submits a notification of extension, extension terms, and applicable stipulations to the Dean of the School of Graduate Studies. The Dean then notifies the students of the extension, terms of the extension, and related stipulations. A copy of the letter is sent to the Registrar's office and to the program coordinator. If the student is not satisfied with the program faculty's decision, that student has the right to appeal, as outlined in the academic appeals process.

Courses that were completed more than six calendar years previously may not be used to fulfill the requirements of a degree without the permission of the program faculty.

## COURSE SELECTION

Course Selection includes academic advising, registration, and payment of fees. Graduate Student Advising is provided by a faculty advisor in the student's field of study (usually the program director/coordinator) who is assigned to each student on acceptance into the program. Deans/Chairs of Schools/Departments function as secondary advisors to every student, and additional assistance is provided on an as-needed basis by staff members of the Graduate Studies office.

First-semester students are registered by the Graduate Studies office, the Graduate Admissions office, or the academic program office, depending on the program. Each semester, students who are responsible for their own registration for courses (in contrast to students who are enrolled automatically in the next course in sequence) receive an Advisement and Registration Letter with advising and registration information for the next semester, including their advisor's contact information and times available for advising. Faculty advisors are available in person, by email, phone, Skype, Face Time, etc. Each semester, all graduate students receive a Continuing Student Letter which alerts them to upcoming dates of importance (e.g., drop/add and withdrawal deadlines) and reminds them of the basic information communicated in their New Student Orientation Letter.

During preregistration, students should consult with their academic advisors on course selection and other degree requirements. However, it is the responsibility of the student to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisors consider it essential, they should not change the schedule after registration.

The University reserves the right to cancel or discontinue any course because of small enrollment or for other reasons deemed necessary. In order to assure quality instruction, the University reserves the right to close registration when the maximum enrollment has been reached and to make changes in schedule and/or faculty when necessary.

## DROPPING, ADDING, AND WITHDRAWING

Changes in a student's schedule may be made online in WebbConnect via [www.gardner-webb.edu](http://www.gardner-webb.edu) by utilizing the links under Registration in the QuickLaunch Navigation Menu.

A student who wants to withdraw from a course after the drop/add period must fill out the online withdrawal form on the Registrar's website. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for dropping an individual course is four weeks after midterm or a date not to exceed 75% of the course. The specific date is established each semester by the Registrar and published in registration materials. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

**Before withdrawing from a class or the University, students should refer to the "Charge Reduction Policy for Class Withdrawal" in the "FINANCES" section of this catalog in order to understand the financial implication for their account.**

## MEDICAL WITHDRAWAL

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

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or

psychologist's name, title, professional credentials, license and certification number, and should address the following:

1. Description of the condition that has made the student unable to continue in school.
2. Date the examination, assessment, or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

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

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

## DECEASED STUDENT POLICY

Gardner-Webb University will process a complete withdrawal form upon the death of a student who is currently enrolled. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester.

The Student Accounts Office will review the student's account and will give special consideration in terms of any remaining charges on the student's account.

## ACADEMIC LOAD

In the School of Graduate Studies, a full load is typically six semester hours during the summer term and three to six hours during each regular semester, depending on the student's program. Outside the Physician Assistant Studies program, the maximum course load for which students may register during fall and spring semesters is nine semester hours. It is strongly recommended that students who are employed full-time register for no more than six hours during any term. (The maximum load includes coursework taken elsewhere for transfer into a student's Gardner-Webb program.) Under extraordinary circumstances exceptional students may request to exceed the maximum course load; such a request must be approved by the student's advisor, the program coordinator, and the Dean of the School of Graduate Studies.

## AUDITING COURSES

Any Gardner-Webb student may audit a course for a \$175 fee. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations. Approval of the professor and the graduate program coordinator/director is required.

## CREDIT BY EXAM POLICY

When a student has experience and/or training comparable to that taught within a particular graduate course, the student may request the option of taking a challenge examination to demonstrate mastery of the course content. This credit by exam will be an in-depth and comprehensive assessment of the student's ability to answer questions on course content. An acceptable grade on the examination will permit the student to receive credit for the course; however, the student will be held responsible for all course material on the comprehensive examination or in the capstone experience, as applicable.

To request the opportunity to take a challenge examination, the student must present, in writing, justification for such an examination to the Dean of the School or Chair of the Department in which the course is offered. The request must be made after consultation with the advisor and within the first twelve semester hours or the first calendar year of graduate study, whichever comes first. The request must be accompanied by payment of a credit by exam fee of \$125 per credit hour. The Dean/Chair of the School/Department will appoint a committee to review the request, and if it is approved, will appoint the examining professor. If the examination results are acceptable, the examining professor will report the results on the Certification of Successful Credit By Exam form to the director/coordinator of the student's graduate program, who will sign the form and submit it to the Dean of the School of Graduate Studies. The Dean will notify the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

*\*Note: The number of total hours challenged or transferred may not exceed a student's graduate program guidelines.*

## CLASS ATTENDANCE POLICY

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings and for knowing the number of absences that they accumulate. Students are required by university policy to attend a minimum of 75% of the scheduled class meetings. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. During the first week of the semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

In online classes, attendance is measured by the documented participation in the class on the part of the student. The instructor in the class will define how a student in an online class will meet the 75% requirement.

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

## EXAMINATIONS AND ASSESSMENT PRODUCTS

Comprehensive final examinations or assessment products are required in every course by the end of the semester. If a comprehensive exam is given, a student who does not take the examination at the scheduled time will receive a failing grade in that subject unless excused by the professor. If the student is excused, the grade will be recorded as Incomplete (I).

## GRADES

Graduation is dependent upon quality as well as upon quantity of work done. Letter grades are used. They are interpreted in the table below with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C	1	2
F	1	0
Fx (Failure for Academic Dishonesty)	1	0
P	0	0
I (Incomplete)	0	0
IN	0	0
W		
(Withdrew without penalty)	0	0
WP		
(Withdrew Passing)	0	0
WF		
(Withdrew Failing)	1	0
@W		
(Administrative Withdrawal)	0	0

@F (Administrative Failure for absences)	1	0
NG (No Grade reported by professor)	0	0

The inclusion of letter grades A-, B+, and B- within each course's grading scale is at the discretion of the instructor or program. The complete grading scale to be used is announced at the beginning of each course.

An I (Incomplete) is assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete, and the reason for the incomplete work is of a serious nature and beyond the student's control. The assigning of an I must be accompanied by the completion of an I contract, with one copy given to the student, one kept on file by the professor, and one submitted to the Associate Provost within seven days after grades are submitted. The student must complete the coursework by the date provided by the professor.

The professor should submit the change of grade form no later than 90 days after the last day of the term in which the I was assigned, or earlier. After 90 days, the I automatically becomes a F if it has not been changed.

An IN is assigned in the following cases:

- (1) individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines;
- (2) students in courses with a multi-semester component (e.g., ENED 691) which are not completed by grading deadlines.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term or if granted a medical withdrawal. After these time periods, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The @W represents an administrative withdrawal from a course. It is assigned to any student on an official class roll who has never attended a class session.

The @F represents an administrative failure of a course. It can be assigned by either the professor or the registrar's office to any student who exceeds the permissible number of absences in a course. This grade is treated the same as the regular F; it counts against the student's grade-point average and is repeatable only under the provisions outlined below.

Even when a grade of @W or @F has already been assigned by the registrar's office, a professor may assign a regular F at the end of the term as he/she deems appropriate.



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

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a grade to be inaccurate or unfair may address the matter following the process described below under “Academic Grievance and Appeal Procedures.”

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the Associate Provost for Professional and Graduate Studies.

Grades will not be recorded if the student’s account is in arrears unless satisfactory arrangements have been made with the Student Accounts Office.

### **@F GRADE**

Any admitted student receiving a grade of @F in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual degree-seeking students who receive an @F in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the @F, making at least a B. The course must be repeated the first time it is offered at the student’s site or online after the student’s return. Only the higher grade will be counted in computing the Gardner-Webb grade point average, although the lower grade will remain on the official transcript.

### **F GRADE**

Any admitted student receiving a grade of F in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual degree-seeking students who receive an F in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the F, making at least a B. The course must be repeated the first time it is offered at the student’s site or online after the student’s return. Only the higher grade will be counted in computing the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. No more than one F may be repeated. In graduate business programs, both the failing grade and the grade earned by repeating the course will appear on the transcript, and both will be used to calculate the student’s grade point average.

### **C GRADE**

A student who receives nine hours of C grades will be suspended from the program in which the grades were received. The student may reapply to that program after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. If the student earns only a total of 9 semester hours of C in different graduate programs, the program faculty may stipulate not to suspend the student and to allow continued work, on probation status, until the 3.0 is reached.

## **ACADEMIC PROBATION, SUSPENSION, DISMISSAL**

A student must have an average of 3.0 overall to be awarded a degree or a post-master’s certificate in the School of Graduate Studies. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be suspended. In graduate business programs, the program graduate faculty makes the decision on the stipulations that will apply to the probation status; if the student fails to meet the stipulations, the student will be suspended from the program. A suspended student may reapply after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

A student on academic probation who receives an I will be suspended until the I is replaced by a regular grade, at which time other probation and suspension rules will apply.

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual degree-seeking students who are dismissed from one program may continue to pursue their degree in the other program.

Failure to meet standards of professionalism detailed in a program’s student handbook may result in probation, suspension, or dismissal.

## **REPEATING PASSED COURSES**

If a student’s mastery of a previously passed graduate course will be improved by retaking the course, he or she may do so with the permission of the program director/coordinator and the Dean/Chair of the School/Department who will inform the Registrar that permission has been granted. The grade received for the retaken course will appear separately on the transcript in addition to the original grade, and both grades will be used to calculate the student’s grade point average. Only the hours earned from the repeated course will be included in the calculation of hours to meet the degree requirements.

# ACADEMIC HONESTY

## GRADUATE PROGRAMS CODE OF ACADEMIC INTEGRITY

### **PREAMBLE**

As students willingly accept the benefits of membership in the Gardner-Webb academic community, which was founded on the ideals of Christianity, they acquire obligations to observe and uphold honesty, integrity, and truthfulness.

Gardner-Webb University expects its graduate students and faculty to display academic integrity. As in any community, this institution must be governed by regulations, which function best when they are fully understood, accepted and cherished by every member of the academic community. Therefore, all graduate students and faculty members are expected to be familiar with, and to base their actions upon, the following statements regarding academic integrity.

### **CODE OF GRADUATE STUDENT ACADEMIC INTEGRITY**

The Code of Academic Integrity governs the responsibility of students in the various graduate programs of Gardner-Webb University to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties.

### **STUDENT RESPONSIBILITIES**

Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.

Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.

Students are ultimately responsible for understanding faculty members' instructions for assignments. If instructions are not clear, students must seek clarification from professors.

Students must understand the definitions of cheating, plagiarism, and other forms of academic dishonesty.

Students should familiarize themselves with the proper use of citations and quotations in order to avoid submitting other people's work as their own.

Students are expected to report incidents of academic dishonesty to their professor.

Students who threaten or coerce other students or faculty members for reporting a violation of the Code of Academic Integrity will face disciplinary action, with dismissal from graduate study at Gardner-Webb University being the recommended punishment.

### **INFRACTIONS OF THE CODE OF ACADEMIC INTEGRITY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:**

**Cheating** – Intentionally using or attempting to use unapproved materials, information, notes, or other devices including unauthorized communication during an academic exercise.

**Fabrication and Falsification** – Intentional and unauthorized alteration or manufacturing of any information in an academic exercise. Fabrication is a matter of inventing information for academic purposes, whereas falsification is a matter of altering information.

**Multiple Submission** – The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

**Plagiarism** – Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.

**Abuse of Academic Materials** – Intentionally or knowingly destroying, stealing or making inaccessible library and other academic resource material.

**Complicity in Academic Dishonesty** – Intentionally helping or attempting to help another to commit any act of academic dishonesty.

### **FACULTY RESPONSIBILITIES**

Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.

Faculty members should take reasonable precautions in giving tests to reduce the likelihood that violations occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.

Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.

Faculty members must file an Academic Dishonesty Report any time they charge a student with an infraction.

Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.

### **PROCEDURES**

A student is accused of, and charged with, violating the Code of Academic Integrity by the professor in the course. A Report of Academic Dishonesty form describing the alleged violation in full is initiated by the professor and completed either in person, by registered mail, by email, or by fax between the graduate student and the professor. The student is required to enter on the report a plea of either Responsible or Not Responsible within two business days. No response is considered as Responsible.

### **RESPONSIBLE**

A plea of Responsible means that the student is not contesting the allegation and accepts the penalty to be imposed by the professor. The professor then sends the completed Report of Academic Dishonesty to the Chair of the Graduate Council, who sends a copy to the Dean of the School of Graduate Studies.

### **NOT RESPONSIBLE**

A plea of Not Responsible means that the student is going to appeal the allegation and the recommended penalty. This plea requires that a written explanation be filed with the Chair of the Graduate Council within seven days of the date of the plea. The written explanation should include all of the circumstances and the grounds for contesting the charges. The professor sends the Report of Academic Dishonesty, and the student sends his/her written explanation, to the Chair of the Graduate Council, who sends a copy to the Dean of the School of Graduate Studies. When the Chair of the Graduate Council receives the completed Report of Academic Dishonesty and the student's written explanation, the chair, in consultation with the Dean of the School of Graduate of Studies appoints an Appeals Committee composed of the Chair and two other members of the Graduate Council. The Appeals Committee examines the Report of Academic Dishonesty and the student's written response. The committee may hear from the professor and the student, if they wish to appear before the committee. The committee decides whether to uphold or overturn the faculty member's allegation and the proposed punishment. It reports its findings to the Graduate Council, the faculty member, and the student.

Once the Appeals Committee makes its report, either the faculty member or the student may appeal the findings to the Provost within seven days, only on the basis of additional evidence, improper procedure, or a punishment inconsistent with the offense. The Provost may decide to hear the appeal or deny a further hearing. The Provost's decision is final.

### **PENALTIES**

A graduate student who fails a course due to academic dishonesty will receive a grade of Fx on his/her transcript and will then be suspended from the program for one academic year. At the end of that year, the student may apply for readmission to the graduate program. The faculty in the student's academic program will then make a decision to readmit the student or to deny admission. If readmitted, the student can retake the course. Both grades will appear on the transcript, and the course hours attempted will continue to be calculated in figuring the student's grade point average.

## **ACADEMIC GRIEVANCE AND APPEAL PROCEDURES**

### **FAIR PROCESS FOR ACADEMIC PROBLEMS**

A student who experiences a problem concerning a grade or any other aspect of a course should first discuss the matter with the professor. If the problem is not resolved, he or she should go next to the Dean of the School, the Chair of the Department, or the coordinator/director of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to Dean of the School of Graduate Studies, who will hear only those parties involved and make a decision in the case.

### **ACADEMIC APPEALS**

If a student is not satisfied with the decision in his or her case regarding an academic matter, that student has a right to appeal. (This right to appeal academic matters applies to applications of written academic policy, to academic dishonesty decisions, and to grade and other course complaints that have already been through the process stated above.) In order to appeal an academic matter, he or she should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she at that time may bring a representative from within the University to act as counsel. Deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester. Deadline for

all other types of academic appeals is eighteen months after the date of the decision being appealed.

For non-academic appeals see the Graduate Student Handbook.

## **ACADEMIC RENEWAL POLICY**

A student who returns to graduate study after a period of five or more years, having earned in a different graduate program a GPA below the 3.0 required to be in good academic standing at Gardner-Webb University, may petition the full Graduate Council to have the previous GPA (along with attendant hours attempted, hours earned, and quality points) rendered inactive in his/her graduate record. Eligibility for such petition is further limited by the following conditions: a student may petition for Academic Renewal one time only, the policy is applicable only to grades earned on graduate coursework at Gardner-Webb University, and it will not apply to failing grades assigned as a result of disciplinary action. Furthermore, the prior courses and grades will remain on the transcript with notation, and they must be applied to consideration for any academic award. A petition for Academic Renewal should include an explanation of the factors contributing to the previous poor academic performance and reasons that this history does not apply to the present circumstances. Academic Renewal must be approved by majority vote of Graduate Council.

## **GRADUATION**

### **APPLICATION**

A student must apply for graduation during the semester preceding the final term of study. An appointment should be made with the advisor who will provide appropriate forms to be filled out to obtain the degree. The advisor will validate the information on the application. It is the student's responsibility to turn in the signed form to the Registrar. A \$140.00 application for graduation fee is required; this includes the diploma and administrative costs. Students submitting applications after the published deadline must pay a \$125.00 late fee.

### **COMMENCEMENT PARTICIPATION POLICY**

Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify the Registrar's Office in writing requesting to be excused.

## **TRANSCRIPTS**

The Registrar will furnish transcripts of credit upon written request. Official copies are \$15 each, and this fee should accompany the request.

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

## **PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS**

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

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

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

## **GRADUATE COUNCIL**

The Graduate Council is the governing body for all graduate programs in the Gayle Bolt Price School of Graduate Studies. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.



# ACADEMIC SUPPORT SERVICES

## DOVER MEMORIAL LIBRARY

*Mary Roby, Dean of Libraries*

The Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 230,000 volumes, 600,000 microforms, and many other materials such as videos, compact discs, and computer files. The Library has access to over 290,000 eBooks, over 230,000 periodicals, and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on and off-campus students.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's home page, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to the online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for their WebbConnect username and password in order to access the Library's subscription databases.

### **LIBRARY PRIVILEGES**

Off-campus students may use the Interlibrary Loan service in order to request books held in the Dover Memorial Library or in another library. Those books will be mailed to the student's home and must be returned to the Dover Memorial Library. Journal articles requested through Interlibrary Loan will be sent electronically to the student's email. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out and Interlibrary Loan privileges.

## NOEL CENTER FOR DISABILITY RESOURCES

*Cheryl Potter, Associate Dean*

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources no

later than three weeks prior to the beginning of services. Once eligibility has been determined, the student is assigned a disability specialist who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include but are not limited to note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may also receive help in developing effective study skills and organizational and test-taking strategies.

## UNIVERSITY WRITING CENTER

*Dr. Jennifer Buckner, Director*

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Students who live off campus can receive Writing Center services via telephone or video conferencing software.

# FINANCIAL INFORMATION

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region. Tuition increases are usually implemented during the summer term (with the exception of the Physician Assistant Studies program which is implemented in January); however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Students are expected to review his or her Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

**Most students are eligible to receive some form of federal or state financial assistance to offset tuition.**

# EXPENSES

## TUITION FOR THE 2015-16 ACADEMIC YEAR

### Business

Master of Accountancy, Master of Business Administration, International Master of Business Administration .....	\$502/hr
Master of Wealth and Trust Management .....	\$635/hr

### Counseling

Master of Arts in Mental Health Counseling, Master of Arts in School Counseling .....	\$426/hr
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### Education

Master of Arts in Curriculum and Instruction, Master of Arts in Executive Leadership .....	\$410/hr
Education Specialist .....	\$462/hr
Doctor of Education .....	\$462/hr

### English

Master of Arts in English .....	\$410/hr
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### Nursing

Master of Science in Nursing – Nurse Administrator, Nurse Educator .....	\$433/hr
Master of Science in Nursing – Family Nurse Practitioner .....	\$573/hr
Doctor of Nursing Practice.....	\$716/hr
Physician Assistant Studies.....	\$11,420/sem

### Religion

Master of Arts in Religion .....	\$410/hr
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### Sport Pedagogy

Master of Arts in Sport Pedagogy .....	\$410/hr
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## MISCELLANEOUS FEES

Application Fee .....	\$40.00
Audit (Per Course).....	\$175.00
Auto Registration (Annual) .....	\$ 50.00
Credit by Exam (Per Credit Hour) .....	\$125.00
Graduation Fee .....	\$140.00
Graduation Hood Fee .....	\$35.00
International Student Application Fee .....	\$100.00
Late Graduation Fee .....	\$125.00
Non-Sufficient Funds/Returned Check .....	\$30.00

Online Learning Technology Fee (Per Course).....	\$35.00
Replacement Student ID Card .....	\$10.00
Transcript Fee .....	\$15.00
Transient Credit Fee (Per Course) .....	\$50.00
Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

The above fees are typical with enrollment in graduate programs. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

## MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$10 to \$400. Fees are used to cover direct expenditures associated with a course requirement (i.e., database licenses, portfolio review, etc.) as well as indirect expenses associated with a particular course.

## ONLINE LEARNING TECHNOLOGY FEES

All online and hybrid courses will be assessed a fee of \$35 per course. Funds generated from these fees are used to help support services that Gardner-Webb provides to students. Services include student computing and technology equipment, software, site assistance and troubleshooting, and the support staff necessary for these functions to operate effectively. This fee is non-refundable in the event a student should withdraw from the course.

## DEFERRED PAYMENT PLAN

Tuition, fees, and book charges are payable in full within 10 days of the start of classes; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the summer or four payments during the fall and spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their Online Bill. The Online Bill may be accessed through the WebbConnect portal on the GWU homepage using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

## EMPLOYER PAID TUITION

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until three weeks after the end of the semester. A link providing details about the

plan and the documentation required may be found at the bottom of the student's Online Bill or they may contact the Student Accounts Office for details on enrolling in this plan.

## CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Withdrawal Form should be completed electronically and may be accessed through the Registrar Services page on the Gardner-Webb University website. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

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

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

## DELINQUENT STUDENT ACCOUNTS

Students with outstanding financial obligations may be prevented from registering for the following semester. In addition, transcripts and/or diplomas will not be released until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

## FINANCIAL AID

Gardner-Webb University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

Many companies, foundations, school systems, and medical centers assist Gardner-Webb graduate students in the payment of tuition and fees. Students should investigate policies of their employers as well as check with local civic organizations to check the availability of such funds.

## GRADUATE ASSISTANTSHIPS

### GOALS FOR ASSISTANTSHIPS

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields; and
2. To provide mature work assistance to appropriate programs and offices within the University while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

### POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Professional and Graduate Studies.
2. Awards are available for the academic year and the summer term to those students carrying a full-time academic load. They are renewable for up to three years. Decisions to renew are made annually by each graduate assistant's direct supervisor.
3. Each department will select the individual recipients of the awards and be responsible for assigning work duties. Graduate assistants may not be assigned additional assistantship duties by any other department of the University.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 20 hours per week.
7. Outside employment must not interfere with performance of duties of the graduate assistantships and may be a factor in hiring decisions.

## FEDERAL DIRECT STAFFORD LOAN

Low-interest loans may be available for eligible students who are enrolled at least half-time. Students make no payment while enrolled at least half-time and during the six-month grace period after graduation. Students must complete the

Free Application for Financial Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov) to determine eligibility. Additional information is available from the Financial Planning Office (704) 406-4243.

## GRADUATE RESIDENT DIRECTOR POSITIONS

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling (704) 406-4300.

## GRADUATE EDUCATION SCHOLARSHIP

Each fall a scholarship is awarded to a new student in one of the education master's programs. The scholarship provides full tuition remission for graduate courses in the student's program. For an application, contact the Graduate School Office. Students from under-represented populations are encouraged to apply.

## GRAVETT-JOHNSON PROFESSIONAL TRAVEL ENDOWMENT FUND

Established December 2001 by Dr. Darlene J. Gravett in memory of her parents, Arthur W. and Nadine M. Johnson, this fund provides a limited amount of money to help pay expenses for graduate students in English who travel to professional conferences to make presentations. Apply through the English Department Chair.

## FELS SCHOLARSHIPS

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs. For 2015-16, eligible graduate programs include Counseling, Nursing, and Physician Assistant Studies.

# GRADUATE PROGRAMS

## BUSINESS

### FACULTY

*Dean of the School of Business: Professor A. Negbenebor*

*Associate Dean of the School of Business:*

*Associate Professor V. Graham*

*Professors: I. Bottoms, S. Camp, D. Caudill, C. Metcalf, R. Spear, E. Godfrey, T. Meaders, F. Policastro*

*Associate Professors: G. Gilsdorf, S. Johnson, J. Nall, L. Xiao*

*Assistant Professors: S. Kim*

### MISSION

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

### VISION

The Godbold School of Business functions to support the mission of Gardner-Webb University by providing both graduate and undergraduate professional training in the business disciplines to a diverse student population. It enhances the scope of the university by applying the learning and analytical skills fostered by the liberal arts and the moral and ethical values of the Christian faith to the practice of business activities in the domestic and world-wide arenas. It also encourages both its faculty and its students to pursue life-long learning, to value service to God and humanity, and to build character in students.

### MOTTO

*"For God and Humanity through Business"*

### GOALS AND OBJECTIVES

The overall goals and objectives for the Graduate Business Programs are to prepare students for the business world who are

1. Able to adapt themselves ethically in advanced professional careers in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills beyond those traditionally provided by undergraduate programs are vital for success;
2. Able to respond to change in a dynamic, global marketplace; and
3. Able to become productive citizens within their respective communities.



## DEGREES OFFERED

Brinkley Financial Group Master of Wealth and Trust Management (MWTM)

Master of Business Administration (MBA)

Master of Accountancy (MAcc)

International Master of Business Administration (IMBA)

Two other degree programs are jointly offered with the School of Divinity (MDiv/MBA) and the School of Nursing (MSN/MBA). In addition, the School of Business offers a post-master's (MBA-Plus) Certificate and a Business Foundations Certificate.

## ACCREDITATION

The Godbold School of Business is fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP), a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn.

## LOCATIONS

The MBA Program is offered on the main campus in Boiling Springs, North Carolina. The MBA Program is also offered in Statesville, Winston-Salem, Charlotte, and Spartanburg, South Carolina. The MAcc and IMBA programs are currently offered at the main campus, Charlotte, and Statesville centers. In addition, the MBA, IMBA, and MAcc degree programs, as well as the MBA Plus Certificate program, are offered entirely online.

Locations	Programs	Online
<b>Boiling Springs</b>	MBA/Partial offering	All
	IMBA/Partial offering	All
	MAcc	All
<b>Charlotte</b>	MBA/Partial offering	All
	IMBA/Partial offering	All
	MAcc	All
	MWTM Fall / Spring offering	All
<b>Spartanburg</b>	MBA/Partial offering	All
<b>Winston-Salem</b>	MBA/Partial offering	All
<b>Statesville</b>	MBA/Partial offering	All
	IMBA/Partial offering	All
	MAcc/Partial offering	All

**Online**

MBA-Plus Certificate

All

Business Foundations Certificate

All

## ADMISSION REQUIREMENTS

Admission to the University's Graduate School of Business program is selective. An admission decision is based on a balanced appraisal of the applicant's total academic and professional record, his/her Graduate Management Admissions Test score or Graduate Record Examinations score, and overall excellence. While the Admissions Committee looks for responsible academic performance and excellence on test scores as evidence of the applicant's ability to do well in graduate study, it also looks for qualities of personal development, which are relevant to career success. Extra-curricular involvement and leadership in college, useful assignments in military service, or substantial work experience will strengthen the application.

Admission to graduate study in business is granted in the following categories.

### FULL ADMISSION

An applicant who meets all of the formal requirements for admission to the MBA, MAcc, IMBA, or MWTM degree program is granted full admission. These requirements include the following business-specific requirements:

1. A minimum cumulative undergraduate grade point average (GPA) of 2.5 on a 4.0 scale for MBA, IMBA or MAcc Program on all undergraduate course work completed or the last 64 hours of undergraduate or graduate work attempted;
2. Detailed résumé of professional experience;
3. Three confidential recommendations on official Gardner-Webb graduate admissions forms, including (1) current or past professor, (2) current or past supervisor, (3) academic or business professional, or any combination thereof;
4. A satisfactory GMAT or GRE score according to the Quantitative Acceptance Index (QAI) formula:  $QAI = [GMAT + (200 \times GPA) > 950]$ . Standardized scores (GMAT or GRE) may be waived when either:
  - a. cumulative GPA is 3.75 or higher, or
  - b. upon three years' recent experience within a relevant industry sector as determined by the Admissions Committee.

## PROVISIONAL ADMISSION

Applicants who show potential for graduate study but do not meet the criteria for Full Admission may be admitted for up to six hours of graduate work under Provisional status. Deficiencies may include low graduate admission test scores, or low undergraduate grade point average. All students must complete the GMAT or GRE test to be considered for Provisional Admission. An applicant may be provisionally admitted to a degree program who has a GPA of 2.5 or higher, on all baccalaureate work attempted, or the last 64 hours of work attempted. The Admission Committee strives to take a holistic view of the applicant in order to determine the likelihood for success in the graduate business programs. The Admission Committee of the Graduate School of Business may grant Provisional status based on the following:

1. QAI-GMAT between 750-949 or a QAI-GRE using the GRE® Comparison Tool for Business Schools to convert the GRE score to GMAT equivalent, or
2. Acceptable GPA and proof of significant years of experience or substantive managerial/leadership experience that may be evidenced through résumé review, employer recommendations, personal interviews, or telephone interviews.

A student admitted with provisional status must meet any condition attached to his/her admission before being granted full admission. The Admissions Committee may elect to place additional application requirements on the student, including submission of a written essay, taking extra prerequisite classes, among others. A student admitted with provisional status may be granted permission to register for no more than six graduate credit hours. The student's progress will be monitored, and the student may be granted full admission status if all other requirements for admission are met and the student receives an "A" or "B" in both courses. If a "C" is made, the student may be given one opportunity to repeat the course with the "C" grade. If the student does not make an "A" or "B" on the second attempt, the student will be barred from continuation in any of the programs. Credit earned will be considered graduate level work but may not be counted toward any of the degree programs at Gardner-Webb University until the student meets admissions criteria after all credentials are assessed, or until the student has full admission. Students must have full admission in order to register for graduate course work beyond six-credit hours and must submit all supporting documentation.

## ACADEMIC GRIEVANCE AND APPEAL PROCEDURES

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should:

1. Discuss the matter with the professor.
2. If the problem is not resolved, the student should go next to the Director of Graduate Business Programs. In some instances, the Director may take the matter to the Graduate School of Business Committee (GSBC). The GSBC consists of the Director of Graduate Business Programs, who serves as chair, and two Graduate School of Business faculty members.
3. If the issue is not resolved by the Director (or GSBC), the case will be taken to the Associate Dean or Dean, who will hear only those parties involved and make a decision in the case.
4. Finally, if the student is not satisfied with the decision regarding his or her academic matter, the case will be referred to the Chair of the Graduate Council.

To initiate an appeal, the dissatisfied party should complete the Appeal Form and address it to the Director of Graduate Business Programs. If the student and/or the professor are asked to appear before the committee, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of the following semester. Deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.

The Appeal Form is available on the Graduate School of Business website.

## MASTER OF ACCOUNTANCY (MACC) (30 HOURS)

The 30-semester-hour Master of Accountancy (MAcc) program offered by the Graduate School of Business at Gardner-Webb University is structured to prepare students for the significant changes that are impacting the accounting profession. The MAcc is recognized as the professional graduate degree designed to enhance effectiveness in upper-level accounting and financial positions in public accounting, private industry or government.

The flexibility of the MAcc degree provides for the creation of career-specific degree tracks. The degree tracks available are general accounting and taxation. Courses are offered only in the evenings, on Saturdays, and online to accommodate working professionals.

## PURPOSE

Today's global business environment is dynamic. There are significant challenges facing accountants. Today's accountant is expected to know more and do more than ever before. It is not enough to know accounting rules and regulations. To be successful in providing value to employers and clients alike, today's accountant must demonstrate a combination of technical competence, oral and written communication skills, analytical problem-solving skills, technology skills and people skills. The intensive, applied nature of this MACC program provides training in accounting through the use of practical techniques that can readily be utilized by the students in their existing positions. The program will also provide students with an educational experience to meet the North Carolina State Board of Public Accountancy's 150-hour requirement to obtain the Uniform Certified Public Accounting Examination.

The Master of Accountancy Program was developed to meet the following goals:

1. Prepare individuals for careers in accounting with advanced training in specific areas built on an understanding of business in global and domestic environments;
2. Provide practical skills and technological competencies to analyze and communicate alternative solutions to business problems involving economic, financial, social, legal, political, global, and ethical factors; and
3. Encourage students to exhibit Christian faith, service, leadership in business decision-making and problem solving.

## STUDENT LEARNING OUTCOMES

In order to meet each of the above goals the Graduate School of business has identified the following student learning outcomes:

1. a. Students will demonstrate a strategic understanding of the key functions of accounting as they relate to economics, finance, international business, management, management information systems, marketing, operations, and statistics.  
  
b. Students will demonstrate leadership and business decision-making skills required within both global and domestic accounting environments.  
  
c. Students will gain experience in the application of accounting concepts through internships, service opportunities, course projects, course simulations, and interaction with business leaders.

2. a. Students will demonstrate individual and team-related problem analysis and decision-making through the use of contemporary case-related and classic business examples.  
  
b. Students will use current and appropriate technology for communications, problem solving, and decision-making, orally and/or in writing.  
  
c. Students will understand the organization of corporate initiatives to maximize the return on human capital.
3. a. Students will demonstrate the application of Christian values and problem solving skills in business decision-making, developed within an environment of Christian ethics.  
  
b. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience.

## MACC CURRICULUM

The program requires a minimum of 30 credit hours of graduate studies: 15 hours in the required core, 9 accounting elective hours and six graduate business elective hours. A student may take 9 to 15 accounting elective hours by selecting an emphasis, or a combination of different areas.

## PREREQUISITES

An undergraduate business degree is not required for admission to the Master of Accountancy program, but specific prerequisite course material is required. A minimum grade of C is required for all prerequisite courses. The following general business prerequisites are required:

Accounting Principles I  
Accounting Principles II  
Principles of Finance  
Microeconomics  
Macroeconomics  
Principles of Marketing  
Information Systems or Excel proficiency  
Business Statistics  
Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

BADM 501 Foundations of Accounting and Finance  
BADM 502 Foundations of Marketing and Economics  
BADM 503 Foundations of Management Science and Statistical Methods

The following accounting prerequisites are also required for the MAcc degree:

Intermediate Accounting I  
 Intermediate Accounting II  
 Cost Accounting  
 Advanced Accounting  
 Income Tax  
 Auditing

ACCT 630 Fraud Examination*	3
ACCT 632 Internal Auditing*	3
ACCT 634 Forensic Accounting and the Legal Environment*	3
ACCT 636 Forensic Accounting, Tax Investigation, and Fraud*	3
ACCT 638 Ethics of Accounting, Judgment and Decision Making*	3

## REQUIRED CORE COURSES (15 HOURS)

Courses	Credit Hours
ACCT 600 Managerial Accounting	3
ACCT 601 Federal Income Tax	3
ACCT 611 Advanced Auditing (MAcc Capstone course)	3
ACCT 612 Accounting Theory and Practice	3
ACCT 621 Government and Not-For-Profit Accounting	3

## ACCOUNTING EMPHASIS ELECTIVES (CHOOSE 9 HOURS)

### TAX EMPHASIS

Courses	Credit Hours
ACCT 602 Advanced Federal Income Tax	3
ACCT 603 Partnership and S Corporation Taxation	3
ACCT 604 Estate, Gifts, and Trust Planning	3
ACCT 606 Tax Research/Planning	3
ACCT 607 State and Local Taxation	3
ACCT 619 Cases in Taxation	3

### GENERAL EMPHASIS

Courses	Credit Hours
ACCT 610 Advanced Accounting Information Systems	3
ACCT 620 Cases in Financial/ Managerial Accounting	3
ACCT 625 Topics in Accounting	3
ACCT/INTL 622 Seminar in International Accounting	3
ACCT 630 Fraud Examination	3
ACCT/BADM 644 Accounting Legal Issues and Ethics	3

### FORENSIC EMPHASIS

Courses	Credit Hours
ACCT 610 Advanced Accounting Information Systems	3

## BUSINESS ELECTIVES (6 HOURS)

The elective courses are chosen from the large number of Accounting, Master of Business Administration (MBA) and International Master of Business Administration (IMBA) courses. These courses allow the student to address functional weaknesses or pursue additional specialization. For example, a student could take a group of courses related to health care management or banking and finance or international business. Students with no baccalaureate degree in accounting are encouraged to take more accounting electives in place of the business electives.

## MAcc DEGREE REQUIREMENTS

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of 30 graduate hours: 15 core graduate hours (five courses), nine accounting emphasis elective graduate hours (three courses), and six business elective graduate hours (two courses) within six calendar years for the MAcc.

Application for graduation by the dates published by the Registrar.

If desired, participation in the hooding ceremony and commencement exercises.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

## MAcc PROGRAM GUIDELINES

ACCT 600 Managerial Accounting, ACCT 601 Federal Income Tax, ACCT 612 Accounting Theory and Practice, and ACCT 621 Government and Not-for-Profit Accounting should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.

ACCT 611 Advanced Auditing should culminate the program. A minimum of 21 hours of MAcc program courses that include ACCT 601 Federal Income Tax, and ACCT 612 Accounting Theory and Practice are required prior to enrollment in ACCT 611 Advanced Auditing. A grade of B or



better is required to successfully pass ACCT 611 Advanced Auditing. A student receiving a final grade of less than “B” must repeat ACCT 611.

It is the student’s responsibility to plan the degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

## **MASTER OF BUSINESS ADMINISTRATION (MBA) (36 HOURS)**

Gardner-Webb University is committed to providing a program of study that clearly gives its MBA graduates an advantage when competing among others in today’s dynamic business environment.

The University’s 36-semester-hour course of study is structured to provide students with a working knowledge of business and the managerial skills needed for successful departmental, divisional, and organizational leadership. Students who begin in August and successfully complete two courses each fall, spring, and summer will graduate at the end of their second summer of study, two years after beginning the program. Courses are offered during evening hours, on Saturdays, and online.

The MBA is recognized as the professional graduate degree designed to enhance effectiveness in upper-level managerial positions in a business setting. Many persons having career goals in non-profit settings also pursue the MBA degree. Graduate study in business not only helps individuals meet their goals of career development and personal growth but also contributes to their enhanced appreciation of the private enterprise market system.

### **PURPOSE**

Effective managerial behavior depends on the knowledge and skills used in decision making. A successful administrator not only must know about his/her own professional area, but he/she also must have considerable understanding of the professional areas of others. Students in the MBA program are expected to develop a working knowledge of accounting, finance, human relations and behavior, economics, marketing, production, business law and international business.

The applied nature of the MBA program provides training in management through the use of practical techniques that can be readily utilized by the students in their existing positions. Students learn to be innovative in their approaches to solving problems and making decisions. The program offers a unique opportunity to study with others who have similar interests and learn from others who have had varying work experiences.

The Master of Business Administration Program was developed to meet the following goals:

1. Prepare individuals for careers in business administration with advanced training in specific areas built on an understanding of business in global and domestic environments;
2. Provide practical skills and technological competencies to analyze and communicate alternative solutions to business problems involving economic, financial, social, legal, political, global, and ethical factors; and
3. Encourage students to exhibit Christian faith, service, and leadership in business decision-making and problem solving.

### **STUDENT LEARNING OUTCOMES**

In order to meet each of the above goals, the Graduate School of Business has identified the following student learning outcomes.

#### **GOAL 1**

1. Students will demonstrate a strategic understanding of the key functions of business, accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics.
2. Students will demonstrate leadership and business decision-making skills required within both global and domestic business environments.
3. Students will gain experience in the application of business concepts through internships, service opportunities, course projects, course simulations, and interaction with business leaders.

#### **GOAL 2**

1. Students will demonstrate individual and team-related problem analysis and decision-making through the use of contemporary case-related and classic business examples.
2. Students will use current and appropriate technology for communications, problem solving, and decision-making, orally and/or in writing.
3. Students will demonstrate understanding of the organization of corporate initiatives to maximize the return on human capital.

#### **GOAL 3**

1. Students will demonstrate the application of Christian values and problem-solving skills in business decision-making, developed within an environment of Christian ethics.

2. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience.

BADM 690 Strategic Management (MBA Capstone Course)	3
INTL 650 International Business	3

## MBA CURRICULUM

Today, managers need skills in analysis, problem solving, interaction, and communication. Approaches to problem solving are stressed throughout the program through the use of practical applications of academic concepts and theories. Students learn to be innovative in their approaches to problem solving through assignments requiring teamwork, communication skills and computer applications.

The Program is structured, having 36 credit hours of graduate level studies with 30 hours in the core and six hours of electives in an area of emphasis. Each course is three credit hours.

### PREREQUISITES

An undergraduate business degree is not required for admission to the Master of Accountancy program, but specific prerequisite course material is required. A minimum grade of C is required for all prerequisites. The following general business prerequisites are required:

- Accounting Principles I
- Accounting Principles II
- Principles of Finance
- Microeconomics
- Macroeconomics
- Principles of Marketing
- Information Systems or Excel proficiency
- Business Statistics
- Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

- BADM 501 Foundations of Accounting and Finance
- BADM 502 Foundations of Marketing and Economics
- BADM 503 Foundations of Management Science and Statistical Methods

### CORE CURRICULUM (30 HOURS)

These core courses are required of all MBA students:

Courses	Credit Hours
ACCT 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 625 Marketing Management	3
BADM 630 Organizational Behavior	3
BADM 633 Entrepreneurial Management	3
BADM 635 Production Research and Operations Management	3
BADM 640 Business Law and Ethics	3

### EMPHASIS AREAS

The following emphasis areas are not exhaustive lists of all applicable courses for each emphasis, so the student should consult with the advisor about other courses.

### ACCOUNTING EMPHASIS ELECTIVES (CHOOSE 6 HOURS)

Courses	Credit Hours
ACCT 601 Federal Income Tax *	3
ACCT 602 Advanced Federal Income Tax **	3
ACCT 603 Partnership and S. corporation Taxation **	3
ACCT 604 Estate, Gifts, and Trust Planning *	3
ACCT 606 Tax Research/Planning *	3
ACCT 607 State and Local Taxation *	3
ACCT 612 Accounting Theory and Practice *	3
ACCT 619 Cases in Taxation *	3
ACCT 620 Cases in Financial/ Managerial Accounting *	3
ACCT/INTL 622 Seminar in International Accounting	3
ACCT 625 Current Topics in Accounting *	3
ACCT 630 Fraud Examination *	3
ACCT 632 Internal Auditing *	3
ACCT 634 Forensic Accounting and the Legal Environment *	3
ACCT 636 Forensic Accounting, Tax Investigation, and Fraud *	3
ACCT 638 Ethics of Accounting, Judgment and Decision Making *	3
ACCT/BADM 644 Accounting Legal Issues and Ethics	3

\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs.

### BANKING AND FINANCE EMPHASIS ELECTIVES (CHOOSE 6 HOURS)

Courses	Credit Hours
ACCT 620 Cases in Financial/ Managerial Accounting *	3
BADM 621 Investment Portfolio Management	3
BADM 622 Financial Institution Management	3
BADM 692 Economics of Money, Banking and Financial Markets	3
BADM 697 Topics in Finance	3
INTL 651 International Finance	3

\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs.

**ECONOMICS EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS)**

Courses	Credit Hours
BADM 611 Health Care Economics	3
BADM 645 Seminar in International Economics	3
BADM 648 Seminar in Economic Development	3
BADM 692 Economics of Money, Banking and Financial Markets	3
BADM 696 Topics in Economic	3
INTL 653 International Trade (IMBA Capstone)*	3
HTMG 610 Managerial Economics for Hospitality and Tourism	3

\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.

**ENTREPRENEURSHIP EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS)**

Courses	Credit Hours
BADM 633 Entrepreneurial Management	3
BADM 662 Entrepreneurial Marketing*	3
BADM 663 Social Entrepreneurship*	3
BADM 664 Global Entrepreneurship*	3
BADM 665 Entrepreneurial Leadership and Innovation*	3
BADM 667 Innovation Strategy*	3
BADM 668 Topics in Entrepreneurship*	3

\* Must have all MBA Program Prerequisites or permission of the Director of the program or Associate Dean.

**FORENSIC ACCOUNTING EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS)**

Courses	Credit Hours
ACCT 630 Fraud Examination *	3
ACCT 632 Internal Auditing *	3
ACCT 634 Forensic Accounting and the Legal Environment *	3
ACCT 636 Forensic Accounting, Tax Investigation, and Fraud *	3
ACCT 638 Ethics of Accounting, Judgment and Decision Making *	3

\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs.

**HEALTH CARE MANAGEMENT EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS )**

Courses	Credit Hours
BADM 605 Health Care Administration	3
BADM 606 Health Care Organization	3
BADM 611 Health Care Economics	3
BADM 626 Health Care Marketing	3
BADM 628 Managerial Epidemiology	3
BADM 641 Health Care Law and Ethics	3

**HOSPITALITY, TOURISM, & EVENT MANAGEMENT  
EMPHASIS ELECTIVES (CHOOSE 6 HOURS)**

Courses	Credit Hours
HTMG 600 Accounting, Budgeting and Cost Controls for Hospitality and Tourism*	3
HTMG 610 Managerial Economics for Hospitality and Tourism*	3
HTMG 615 Meetings, Conventions, and Event Planning and Management*	3
HTMG 620 Finance and Revenue Management for Tourism and Hospitality Industry*	3
HTMG 625 Tourism and Hospitality Marketing*	3
HTMG 633 Entrepreneurship in Tourism and Hospitality*	3
HTMG 640 Legal Aspects of Hospitality and Tourism*	3
HTMG 650 International Hospitality*	3

\* Must have all MBA/IMBA Program Prerequisites or permission from the Director of the program or Associate Dean.

**HUMAN RESOURCE MANAGEMENT EMPHASIS  
ELECTIVES (CHOOSE 6 HOURS)**

Courses	Credit Hours
BADM 608 Leadership: Theory and Practice	3
BADM 609 Organizational Staffing	3
BADM 612 Motivation and Reward Systems	3
BADM 613 Labor Relations and Work Force Governance	3
BADM 614 Labor in the Economy and Society	3
BADM 615 Human Judgment and Decision Making	3
BADM 616 Negotiation	3
BADM 632 Human Resource Management	3
BADM 636 Managerial Communications	3
BADM 642 Employment Law	3

**INTERNATIONAL BUSINESS EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS)**

<b>Courses</b>	<b>Credit Hours</b>
BADM 645 Seminar in International Economics	3
INTL/ACCT 622 Seminar in International Accounting	3
INTL 643 International Trade Law	3
INTL 651 International Finance	3
INTL 652 International Marketing	3
INTL 653 Seminar in International Trade (IMBA Capstone)*	3
INTL 695 Topics in International Business	3

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

**MANAGEMENT INFORMATION SYSTEMS EMPHASIS ELECTIVES (CHOOSE 6 HOURS)**

<b>Courses</b>	<b>Credit Hours</b>
ACCT 610 Advanced Accounting Information Systems *	3
BADM 634 Management Information Systems	3
BADM 637 Technical Trends in Management Information Systems	3
BADM 638 E-Commerce and Network Resource Planning	3
BADM 639 E-commerce and Internet Law	3
BADM 647 Advanced Database and System Development	3
BADM 660 Advanced Data Communications, Networking, and Business Programming	3
BADM 698 Topics in Management Information Systems	3

*\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs.*

**MARKETING EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS)**

<b>Courses</b>	<b>Credit Hours</b>
BADM 625 Marketing Management	3
BADM 626 Health Care Marketing	3
BADM 654 Promotion Strategies	3
BADM 658 Pricing Strategies	3
BADM 695 Topics in Marketing	3
INTL 652 International Marketing	3

**SPORT MANAGEMENT EMPHASIS ELECTIVES  
(CHOOSE 6 HOURS)**

<b>Courses</b>	<b>Credit Hours</b>
SPMG/HTMG 615 Meetings, Conventions, & Event Planning and Management	3
SPMG 696 Topics in Sport Management	3

**TAX EMPHASIS ELECTIVES (CHOOSE 6 HOURS)**

<b>Courses</b>	<b>Credit Hours</b>
ACCT 601 Federal Income Tax *	3
ACCT 602 Advanced Federal Income Tax *	3
ACCT 603 Partnership and S. corporation Taxation *	3
ACCT 604 Estate, Gifts, and Trust Planning *	3
ACCT 606 Tax Research/Planning *	3
ACCT 607 State and Local Taxation	3
ACCT 619 Cases in Taxation *	3

*\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs.*

**MBA DEGREE REQUIREMENTS**

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of a total of 36 graduate hours: 30 core hours (10 courses) and the six elective graduate hours (two courses) within six calendar years. Application for graduation by the dates published by the Registrar.

Participation in Hooding Ceremony and Commencement exercises if desired.

***It is the student's responsibility to be familiar with the preceding requirements for graduation.***

**MBA PROGRAM GUIDELINES**

ACCT 600 Managerial Accounting, BADM 610 Managerial Economics, BADM 625 Marketing Management and BADM 633 Entrepreneurial Management should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.

BADM 690 Strategic Management should culminate the program. A minimum of 24 hours of MBA core courses that include ACCT 600 Managerial Accounting, BADM 610 Managerial Economics, BADM 620 Managerial Finance, BADM 625 Marketing Management, BADM 630



Organizational Behavior, BADM 633 Entrepreneurial Management, and BADM 635 Production Research and Operations Management are required prior to enrollment. A grade of B or better is required to successfully pass BADM 690. A student receiving a final grade of less than “B” must repeat BADM 690.

It is the student’s responsibility to plan the degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

For more information on how to plan the degree, review all the material available at the Registration and Student Resources Information Link found here: <http://gardner-webb.edu/academic-programs-and-resources/colleges-and-schools/business/resources/forms/index>.

## **INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION (IMBA) (36 HOURS)**

The International Master of Business Administration (IMBA) Program offered by the Graduate School of Business at Gardner-Webb University is structured to provide a strong academic foundation in international business through a comparative approach to global business. The IMBA is recognized as the professional graduate degree designed to enhance effectiveness and provide comprehensive knowledge and skills involved in managing international profit and nonprofit organizations.

The 36 credit hour curriculum includes 15 hours of graduate international business courses, 12 hours of required general Master of Business Administration (MBA) core courses and nine hours of electives from the Graduate School of Business offerings. The two-year outline of courses has a logical sequence progressing from required courses of international business, international marketing, international finance, international trade law, corporate and intercultural communication, seminar in international trade to courses in the major emphasis area.

## **PURPOSE**

The global competitive market is continuously changing, and the magnitude and speed of the changes and their strategic implications for firms, irrespective of location or product/service, is unprecedented. The aggregate impact of these changes and the competitive responses of individual firms on individual country and regional economies is equally powerful. To be an effective global manager, one must be equipped with the necessary tools for the challenges ahead. The IMBA program at the Graduate School of Business offers a cutting-edge graduate international business education that

prepares students for these challenges. The intensive, applied nature of this IMBA program provides training in international business through the use of practical techniques, foreign country experience and other important tools that can readily be utilized by the students in their existing positions.

The International Master of Business Administration Program was developed to meet the following goals.

1. Prepare individuals for careers in international business administration with advanced training in specific areas focusing on the relationship between business in global and domestic environments.
2. Provide practical skills and technological competencies to analyze and communicate alternative solutions to business problems involving economic, financial, social, legal, political, global, and ethical factors.
3. Encourage students to exhibit Christian faith, service, leadership in business decision-making and problem solving.

## **STUDENT LEARNING OUTCOMES**

In order to meet each of the above goals the Graduate School of business have identified the following student learning outcomes:

1. a. Students will demonstrate a strategic understanding of the key functions of business, accounting, economics, finance, international business, management, management information systems, marketing, operations, and statistics in the global marketplace.  
b. Students will demonstrate leadership and business decision-making skills required within both global and domestic business environments.  
c. Students will gain experience in the application of international business concepts through internships, service opportunities, course projects, course simulations, and interaction with business leaders.
2. a. Students will demonstrate individual and team-related problem analysis and decision-making through the use of contemporary case related and classic business examples.  
b. Students will use current and appropriate technology for communications, problem solving, and decision-making, orally and/or in writing.  
c. Students will understand the organization of corporate initiatives to maximize the return on human capital.

3. a. Students will demonstrate the application of Christian values and problem solving skills in business decision-making, developed within an environment of Christian ethics.
- b. Students will participate in either a service-learning experience or leadership roles in a church, community, student organization, or work-related experience.

## IMBA CURRICULUM

### PREREQUISITES

An undergraduate business degree is not required for admission to the Master of Accountancy program, but specific prerequisite course material is required. A minimum grade of C is required for all prerequisites. The following general business prerequisites are required.

Accounting Principles I  
 Accounting Principles II  
 Principles of Finance  
 Microeconomics  
 Macroeconomics  
 Principles of Marketing  
 Information Systems or Excel proficiency  
 Business Statistics  
 Management Science

Foundation courses are offered to satisfy some or all of the general business prerequisites.

BADM 501 Foundations of Accounting and Finance  
 BADM 502 Foundations of Marketing and Economics  
 BADM 503 Foundations of Management Science and Statistical Methods

### INTERNATIONAL BUSINESS REQUIRED (15 HOURS)

<b>Courses</b>	<b>Credit Hours</b>
INTL 643 International Trade Law	3
INTL 650 International Business	3
INTL 651 International Finance	3
INTL 652 International Marketing	3
INTL 653 Seminar In International Trade (Capstone Course)*	3

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

### MBA REQUIRED COURSES (12 HOURS)

<b>Courses</b>	<b>Credit Hours</b>
ACCT 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 633 Entrepreneurial Management	3

### INTERNATIONAL BUSINESS ELECTIVES\* (CHOOSE 9 HOURS)

<b>Courses</b>	<b>Credit Hours</b>
BADM 625 Marketing Management	3
BADM 639 E-Commerce and Internet Law	3
INTL 622 Seminar In International Accounting	3
INTL 636 Corporate and Intercultural Communications	3
INTL 695 Topics in International Business	3

*\* The above electives are not an exhaustive list of all applicable courses. Students should consult with the academic advisor about other possible electives.*

## IMBA DEGREE REQUIREMENTS

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of 36 graduate hours: 12 core graduate hours (four courses), 24 hours of international business graduate hours (eight courses) within six calendar years for the IMBA. Application for graduation by the dates published by the Registrar.

If desired, participation in the hooding ceremony and commencement exercises. It is the student's responsibility to be familiar with the preceding requirements for graduation.

## IMBA PROGRAM GUIDELINES

INTL 650 International Business, INTL 651 International Finance, INTL 652 International Marketing, and BADM 633 Entrepreneurial Management should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation. INTL 653 Seminar in International Trade should culminate the program. A minimum of 18 hours of IMBA program courses that include INTL 650 International Business, INTL 651 International Finance, INTL 652 International Marketing, and BADM 633 Entrepreneurial Management are required prior to enrollment in INTL 653 Seminar in International Trade. A grade of B or better is required to pass the INTL 653. A student receiving a final grade less than "B" must repeat INTL 653.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

## **BRINKLEY FINANCIAL GROUP MASTER OF WEALTH AND TRUST MANAGEMENT (MWTM) (36 HOURS)**

The Master of Wealth and Trust Management (MWTM) program offered by the Graduate School of Business at Gardner-Webb University Charlotte provides a graduate with the knowledge and skill set to enter into and progress within the wealth and trust management sectors of the financial industry. In particular, the graduate will have obtained firm practical, experiential and theoretical foundations regarding careers in Trust Management, Financial Planning, Private Banking, Investment Management, Securities and Financial Regulation, and other financial fields. The degree program is designed for trust or private bankers, investment advisers, and brokers seeking an advanced degree in wealth and trust management, or business administration, accounting and economics degree graduates seeking a firm foundation in wealth and trust management in which to advance their career opportunities in the financial industry.

The 36 credit hour curriculum can be accomplished in two years or more and a convenient format. The program compromises two face-to-face courses each fall and spring offered during evenings at GWU's Charlotte campus and two online courses each summer, or entirely online.

Furthermore, the program's rolling admissions enable the student to enroll starting in either the Fall, Spring or Summer sessions. Additionally, the courses are offered in repetitive rotations such that any missed coursework may be brought current. Part-time students are also welcome. The two-year rotation of courses has a logical sequence progressing from required courses for this program.

### **PURPOSE**

A master's degree program whose overarching purpose is to prepare the student and provide increased credentials for a successful career in the Wealth and Trust Management field.

A master's degree program designed expressly for the wealth and trust management professional. Students acquire the ability to perform investment analysis and portfolio management, financial planning, retirement planning and estate planning. Students will not only be conversant but enjoy in-depth knowledge and understanding regarding the fields of securities regulation, wealth transfer, and risk management. The curriculum model is consistent with the fields of study required under the CFP (Certified Financial Planner) Certification Examination, and that of a CFA (Chartered Financial Analyst) Institute recognized university, in addition to having an in-depth understanding of the fields of study relevant to the Series 7 Examination as administered by the Financial Industry Regulatory Authority.

A master's degree program designed expressly to provide the graduate with a firm foundation for future growth. The wealth and trust management field is stable, fulfilling, and rewarding.

The Master of Wealth and Trust Management Program was developed to meet the following goals.

1. Prepare students for entry-level wealth and trust management positions by providing academic and analytical training commensurate to the business graduate level field of study.
2. Provide technological competencies, wealth and trust management skills, alongside a corresponding relevant business knowledge base, but with particular emphasis of the wealth and trust management fields (including investment analysis and portfolio management, financial planning, fiduciary responsibility, securities law, retirement planning, estate planning, securities regulation, wealth transfer, and risk management).
3. Incorporate in classes the concepts of Christian faith, service, leadership, business ethics, integrity, and character.

### **STUDENT LEARNING OUTCOMES**

In order to meet each of the above goals the Graduate School of Business have identified the following student learning outcomes:

#### **GOAL 1**

- a. Students will demonstrate basic understanding of key functions of wealth and trust management and be able to evaluate how current regulatory, economic, and financial events affect wealth and trust management on both micro and macro levels.
- b. Students will be able to demonstrate the analytical ability to discern an individual's in addition to an organization's financial goals and objectives, degrees of sophistication and risk tolerances, and prepare, propose, deliver, and manage a suitable plan reflecting his or her analysis.
- c. Students will be able to engage clientele, employers, and the regulatory officials in a competent, knowledgeable and professional manner, and exhibit the learning, demeanor and insight required in the wealth and trust management profession.

#### **GOAL 2**

- a. Students will obtain proficiency regarding integrated financial planning topics encompassing major planning areas, including

General principles of financial planning,  
 Insurance planning and risk management,  
 Employee benefits planning,  
 Investment planning,  
 Income tax planning,  
 Retirement planning,  
 Estate planning,  
 Real Estate and “special asset” planning, and  
 Private Holdings.

- b. Students will demonstrate effective communication skills through speaking, writing and presentations.
- c. Students will develop the skills used in making decisions: quantitative analysis, critical thinking, problem solving, strategic thinking, ethics (fiduciary conflicts of interest) and computer skills.
- d. Students will demonstrate personal and interpersonal skills working in a dynamic business environment and know the basic concepts of working with in the wealth and trust management field.

**GOAL 3**

- a. Students will demonstrate the application of Christian values and problem solving skills in business decision-making, developed within an environment of Christian ethics.
- b. Students will demonstrate effective communication skills through speaking, writing and presentations.

The objectives and learning outcomes relate to the goals by reason of the following.

Students will have obtained the skills necessary to succeed in the wealth and trust management field, including the qualifications both appropriate for positions within the discipline and desired by the prospective employer.

Students will have mastered the following skills.

- Establishing and Defining the Client-advisor Relationship
- Gathering Information Necessary to Fulfill the Engagement
- Analyzing and Evaluating the Client’s Current Financial Status
- Developing the Recommendation(s)
- Communicating the Recommendation(s)
- Implementing the Recommendation(s)
- Monitoring the Recommendation(s)
- Practicing within Professional and Regulatory Standards
- Students will be deemed qualified to stand for the CFP® Certification Examination

In addition to documentation awareness and firm risk managements.

Proficiency in essential, primary areas will have been achieved, including portfolio management, financial planning, estate planning and trust administration, risk management, compliance, wealth transfer, and advisory sales from the fiduciary perspective.

Students will have attained the knowledge and skill set required to properly fulfill his or her fiduciary obligations to the client in the wealth and trust management field as viewed from the relevant regulatory, legal and ethical perspectives.

**MWTM CURRICULUM**

**PREREQUISITES**

An undergraduate business degree is not required for admission to the Master of Wealth and Trust Management program, but specific prerequisite course material is required. A minimum grade of C is required for all prerequisites. The following general business prerequisites are required.

- Accounting Principles I
- Accounting Principles II
- Principles of Finance
- Microeconomics
- Macroeconomics
- Principles of Marketing
- Information Systems or Excel proficiency

Foundation courses are offered to satisfy some or all of the general business prerequisites.

- BADM 501 Foundations of Accounting and Finance
- BADM 502 Foundations of Marketing and Economics

**WEALTH & TRUST REQUIRED COURSES  
 (36 HOURS)**

<b>Courses</b>	<b>Credit Hours</b>
WMGT 601 Income Tax Planning	3
WMGT 604 Transfer Taxation	3
WMGT 605 Financial Planning Strategies	3
WMGT 610 Investment Strategies	3
WMGT 620 Insurance and Risk Management	3
WMGT 621 Advanced Investment Strategies	3
WMGT 625 Advanced Estate Planning	3
WMGT 630 Retirement Planning Strategies	3
WMGT 640 Advanced Securities and Financial Regulation	3
WMGT 650 Wealth Transfer Seminar (Capstone)	3



## **WEALTH & TRUST ELECTIVE COURSES (6 HOURS)**

Select six hours of electives in any of the following areas of emphasis: Accounting\*; Economics; Entrepreneurship; Finance; Forensic Accounting\*; Healthcare Management; Hospitality, Tourism, and Event Management; Human Resources; International Business; Management Information Systems; Marketing; Tax Accounting.\*

\*Undergraduate MAcc prerequisites are required.

## **MWTM DEGREE REQUIREMENTS**

Overall minimum grade point average of 3.0 in graduate studies.

Satisfactory completion of a total of 36 graduate hours within six calendar years. Application for graduation by the dates published by the Registrar.

Application available in WebbConnect under Academic Information Participation in Hooding Ceremony and Commencement exercises if desired.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

## **MWTM PROGRAM GUIDELINES**

All undergraduate course information deficiencies must be made up prior to enrolling in WMGT courses. WMGT 650 Wealth Transfer Seminar (Capstone), should culminate the program. A minimum of 24 hours must be completed prior to taking WMGT 650. A grade of B or better is required to successfully pass WMGT 650. A student receiving a final grade of less than "B" must repeat WMGT 650.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year-course rotation and the degree planning form available from the advisor.

For more information on how to plan the degree review all the material available at the Registration and Student Resources Information Link.

## **BUSINESS FOUNDATIONS CERTIFICATE (9 HOURS)**

The Business Foundations Certificate is designed to meet the needs of professional adults who seek to develop their business skills. Many professionals hold degrees in non-business fields and need to gain knowledge and up-to-date tools in the business area.

Working, professional adults have limited time; and in an effort to better serve our students, these courses are available completely online. The courses will sharpen skills and strengthen value in the workplace. The Business Foundations Certificate also provides the opportunity to begin a graduate degree with the Godbold School of Business. The three courses taken to complete the Certificate satisfy the prerequisites need to begin the Master of Business Administration (MBA) and International Master of Business Administration (IMBA) programs.

### **Required Courses**

BADM 501 Foundations of Accounting and Finance  
BADM 502 Foundations of Marketing and Economics  
BADM 503 Foundations of Management Science and  
Statistical Methods

## **ADMISSION PROCEDURES**

Complete the online application. Submit a professional résumé, official transcripts from all colleges and universities attended and three recommendations. An undergraduate degree is required from all applicants. In order to obtain the Certificate all three foundations courses must be completed. Transfer of credits is not permitted for Certificate completion.

## **PROGRAM COST**

For information on program costs, please refer to the Finances and Financial Aid section of the University website and refer to the tuition cost per credit hour for MBA/IMBA/MAcc/MBA-Plus/Business Foundations Programs.

## **MBA PLUS CERTIFICATE (18 HOURS)**

The MBA Plus is a certificate program that provides graduates of an accredited graduate business program the opportunity to update their business education and explore new career paths in teaching by meeting the typical institutional standard of having earned a minimum of 18 graduate hours in a discipline in order to teach a college-level course. The MBA Plus provides business professionals who hold master's degrees in business with a means for keeping up with the ever-changing business environment and remaining competitive.

## **MBA PLUS EMPHASIS OPTIONS**

Accounting\*  
Economics  
Entrepreneurship  
Finance  
Forensic Accounting\*  
Healthcare Management

Hospitality, Tourism, and Event Management  
Human Resources  
International Business  
Management Information Systems  
Marketing  
Tax Accounting\*

\*Undergraduate MACC Prerequisites are required.

## REQUIREMENTS

The MBA Plus Certificate requires completion of 18 graduate credit hours (six courses) in the area of emphasis, at least twelve of which must be earned at Gardner-Webb University. Students will be allowed to take more than the minimum number of credit hours if they wish. Students can transfer in up to six hours towards the 18-hour requirement for the certificate. Accounting emphasis students should meet the prerequisite requirements of the MAcc program in order to take MBA-Plus accounting courses.

## ADMISSION REQUIREMENTS

Applicants for MBA Plus submit an application, the \$40 application fee, and official transcripts indicating master's degree or equivalent awarded by a regionally accredited institution.

## ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students residing in the U.S. under a Visa status that requires enrollment in face-to-face classes are not eligible for acceptance into an MBA Plus program.

## MBA PLUS COURSES

### ACCOUNTING

ACCT 600 Managerial Accounting\*\*  
ACCT 601 Federal Income Tax \*  
ACCT 602 Advanced Federal Income Tax \*  
ACCT 603 Partnership and S Corporation Taxation \*  
ACCT 604 Estate, Gifts, and Trust Planning \*  
ACCT 606 Tax Research/Planning \*  
ACCT 607 State and Local Taxation \*  
ACCT 610 Advanced Accounting Information Systems\*  
ACCT 611 Advanced Auditing (Capstone) \*  
ACCT 612 Accounting Theory and Practice \*  
ACCT 619 Cases in Taxation \*  
ACCT 620 Cases in Financial/Managerial Accounting \*  
ACCT 621 Government and Not-For-Profit Accounting \*  
ACCT 625 Topics in Accounting \*  
ACCT 630 Fraud Examination \*

ACCT 644 Accounting Legal Issues and Ethics\*\*  
ACCT 622 Seminar in International Accounting\*\*

\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs or Associate Dean.

\*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.

### ECONOMICS

BADM 610 Managerial Economics\*  
BADM 611 Health Care Economics\*  
BADM 645 Seminar in International Economics\*  
BADM 648 Seminar in Economic Development\*  
BADM 692 Economics of Money, Banking, and Financial Markets\*  
BADM 696 Topics in Economics\*  
INTL 653 International Trade \*  
HTMG 610 Managerial Economics for Hospitality and Tourism\*

\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.

### ENTREPRENEURSHIP

BADM 633 Entrepreneurial Management\*  
BADM 662 Entrepreneurial Marketing\*  
BADM 663 Social Entrepreneurship\*  
BADM 664 Global Entrepreneurship\*  
BADM 665 Entrepreneurial Leadership and Innovation\*  
BADM 667 Innovation Strategy\*  
BADM 668 Topics in Entrepreneurship\*

\* Must have all MBA Program Prerequisites or permission of the Director of the program or Associate Dean.

### FINANCE

ACCT 620 Cases in Financial/Managerial Accounting \*\*  
BADM 620 Managerial Finance\*  
BADM 621 Investment and Portfolio Management\*  
BADM 622 Financial Institution Management\*  
BADM 692 Economics of Money, Banking, and Financial Markets\*  
BADM 697 Topics in Finance\*  
INTL 651 International Finance\*  
HTMG 620 Finance and Revenue Management for Tourism and Hospitality Industry\*

\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.

\*\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs or Associate Dean.

## **FORENSIC ACCOUNTING**

- ACCT 610 Advanced Accounting Information Systems\*
- ACCT 630 Fraud Examination\*
- ACCT 632 Internal Auditing\*
- ACCT 634 Forensic Accounting and the Legal Environment\*
- ACCT 636 Forensic Accounting, Tax Investigation, and Fraud\*
- ACCT 638 Ethics of Accounting, Judgment and Decision Making\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

*\*\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs or Associate Dean.*

## **HEALTH CARE MANAGEMENT**

- BADM 605 Health Care Administration\*
- BADM 606 Health Care Organization\*
- BADM 611 Health Care Economics\*
- BADM 626 Health Care Marketing\*
- BADM 628 Managerial Epidemiology\*
- BADM 641 Health Care Law and Ethics\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

## **HOSPITALITY, TOURISM, & EVENT MANAGEMENT**

- HTMG 600 Accounting, Budgeting and Cost Controls for Hospitality and Tourism\*
- HTMG 610 Managerial Economics for Hospitality and Tourism\*
- HTMG 615 Meetings, Conventions, and Event Planning and Management\*
- HTMG 620 Finance and Revenue Management for Tourism & Hospitality Industry\*
- HTMG 625 Tourism and Hospitality Marketing\*
- HTMG 633 Entrepreneurship in Tourism and Hospitality\*
- HTMG 640 Legal Aspects of Hospitality and Tourism\*
- HTMG 650 International Hospitality\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

## **HUMAN RESOURCES MANAGEMENT**

- BADM 608 Leadership: Theory and Practice\*
- BADM 609 Organizational Staffing\*
- BADM 612 Motivation and Reward Systems\*
- BADM 613 Labor Relations and Force Governance\*
- BADM 615 Human Judgment and Decision Making\*
- BADM 630 Organizational Behavior\*
- BADM 632 Human Resource Management\*
- BADM 636 Managerial Communications\*
- BADM 642 Employment Law\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

## **INTERNATIONAL BUSINESS**

- BADM 645 International Economic Issues\*
- INTL 622 Seminar In International Accounting\*\*
- INTL 636 Corporate And Intercultural Communications\*
- INTL 643 International Trade Law\*
- INTL 650 International Business\*
- INTL 651 International Finance\*
- INTL 652 International Marketing\*
- INTL 653 Seminar In International Trade (Capstone)\*
- INTL 695 Topics In International Business\*
- HTMG 650 International Hospitality\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

*\*\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs or Associate Dean.*

## **MANAGEMENT INFORMATION SYSTEMS**

- ACCT 610 Advanced Accounting Information Systems\*\*
- BADM 634 Management Information Systems\*
- BADM 637 Technical Trends in Management Information Systems\*
- BADM 639 E-commerce and Internet Laws\*
- BADM 647 Advanced Database and System Development\*
- BADM 660 Advanced Data Communications, Networking, and Business Programming\*
- BADM 698 Topics in Management Information Systems\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

*\*\* Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs or Associate Dean.*

## **MARKETING**

- BADM 625 Marketing Management\*
- BADM 626 Health Care Marketing\*
- BADM 654 Promotion Strategies\*
- BADM 658 Pricing Strategies\*
- BADM 695 Topics in Marketing\*
- INTL 652 International Marketing\*
- HTMG 625 Tourism and Hospitality Marketing\*

*\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.*

## TAX ACCOUNTING

- ACCT 601 Federal Income Tax \*
- ACCT 602 Advanced Federal Income Tax \*
- ACCT 603 Partnership and S Corporation Taxation \*
- ACCT 604 Estate, Gifts, and Trust Planning \*
- ACCT 606 Tax Research/Planning \*
- ACCT 607 State and Local Taxation \*
- ACCT 619 Cases in Taxation \*

\* *Must meet MAcc Program prerequisites or permission from Director of Graduate Business Programs or Associate Dean.*

## MBA PLUS CERTIFICATE REQUIREMENTS

Overall minimum grade point average of 3.0 in graduate studies

Satisfactory completion of a total of 18 graduate hours in the selected emphasis

Application for Completion of MBA PLUS Certificate. Due dates are published by the Registrar and are the same as graduation application.

Application Completion form

If desired, participation in the presentation of Certificate during Hooding Ceremony

It is the student's responsibility to be familiar with the preceding requirements for graduation.

For MBA-Plus Policies on Grades and Reports and Transfer Courses While on Suspension and Probation, see the Academic Information section of the catalog.

## COUNSELING

### FACULTY

*Dr. David Carscaddon, Dean/Professor*

*Dr. Laura Williams Smith, Professor*

*Dr. Linda Greene, Professor*

*Dr. Willie Fleming, Professor*

*Dr. Jasmine, Graham, Assistant Professor*

*Dr. Angela Smith Shores, Assistant Professor*

### MISSION STATEMENT

The mission of the graduate programs of the School of Psychology and Counseling is to create a context in which counseling students participate in an academically rigorous process that values the power of interpersonal relationships in creating beneficial change. For faculty, counseling students, and the community we serve, we believe this process is

essential. Our school has an ongoing commitment to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our counseling students to become effective counselors in an increasingly diverse society. We seek to empower students within a framework of mentoring relationships to promote their own development in several areas of personal growth. These areas include spiritual, ethical, mental, physical, social, and vocational development. In addition, we seek to foster a commitment to continuing education and lifelong learning.

## FIELDS OF STUDY

M.A. in School Counseling (pre-K-12)

M.A. in Mental Health Counseling

M.Div/M.A. in Mental Health Counseling

## ACCREDITATION OF GRADUATE COUNSELING PROGRAMS

The School Counseling and Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Our School is committed to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our students to become effective counselors in an increasingly diverse society. Specifically, we affirm and adopt the Statement of Core Values of the Council for CACREP which acknowledges our belief in

Advancing the counseling profession through quality and excellence in counselor education;

Ensuring a fair, consistent, and ethical decision-making process;

Serving as a responsible leader in protecting the public;

Promoting practices that reflect openness to growth, change, and collaboration; and

Creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices. (CACREP Board of Directors, March 2002)

Curricular experiences and course content for both the School Counseling and Mental Health Counseling Programs are built around the following eight core areas as defined by CACREP: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career



development, helping relationships, group work, assessment and testing, and research and program evaluation.

The School of Psychology and Counseling offers graduate programs in counseling at two different campus locations. Master's degrees are offered in Mental Health Counseling at both the Boiling Springs and the Charlotte campuses. School Counseling is offered only at the Boiling Springs Campus. Both programs prepare counselor trainees to take Counseling Board examinations for certification or meet other requirements for licensure. The Mental Health Counseling and School Counseling programs in Boiling Springs follow an annual cohort model. Applicants are admitted in the fall. Counselor trainees move through their program together, taking two evening (or late afternoon during the practicum and internship semesters) courses each semester and in the summer. The Mental Health Counseling Program at the Charlotte campus admits counselor trainees every three years. Those students go through their complete program of course work before another group is admitted. Students admitted to the Mental Health or School Counseling degree programs who desire to change to the other program must reapply and meet all admission requirements for the program they wish to enter.

Faculty members at both campuses work closely together and often teach on both campuses. Many of the same courses will be taken in the first two years of study by both School Counseling and Mental Health Counseling trainees. Program advisors work with counselor trainees from the application process through graduation to support their academic and professional development. In addition, program advisors are available for consultation and recommendations after graduation.

## DEVELOPMENTAL COURSE SEQUENCE

The developmental sequence of courses has been built around a "Counselor as Theorist and Practitioner" framework and can be conceptualized as an example of a spiral curriculum (Bruner, 1966). The entire sequence of courses consists of four major components. The "Theoretical Component" consists of a two-course sequence designed to introduce students to the major theories and techniques of counseling and to provide a strong foundation on which to build continued knowledge and skill development. The "Professional Component" contains coursework aimed primarily at the continued development of the counselor as theorist. The "Skill Component" focuses more on the counselor as practitioner. The "Applied Component" seeks to solidify the student's identity as both theorist and practitioner by providing a carefully supervised opportunity for students to integrate knowledge and skills. These components are not presented to students as intact components to be mastered in isolation. Rather, the developmental sequence of courses was intentionally designed to include elements of theory and practice throughout the

program in such a way that information and skills are built upon developmentally. While each course contains some elements of both theory and practice, most courses have a primary emphasis on one or the other.

The sequence begins with all new students taking "Theories and Techniques of Counseling I" and "Theories and Techniques of Counseling II" in the first and second semesters. In these courses students explore various theoretical approaches to counseling and begin to apply those theoretical concepts as they are exposed to specific counseling techniques consistent with the various approaches. This two-course sequence forms the center point of the spiral from which the other courses expand. Every course in the program connects back to these two courses in some way, culminating in the practicum and internship experiences where the student's identity as a counselor who is both theorist and practitioner is concretely demonstrated.

The sequence of courses moves back and forth between emphasis on theory and emphasis on practice, interweaving and connecting theory and practice throughout the program. In addition to the development of counselors as theorist and practitioner, the spiral curriculum is useful in conceptualizing the ways in which other aspects of the counseling curriculum are delivered. For example, knowledge and skill related to multicultural concerns are of primary importance in the development of counselors. For this reason, multicultural issues are addressed in each course in the program. Similarly, the development of one's own theory of counseling and how that theory is best implemented in practice is revisited throughout the curriculum. Attention to personal and professional development of students is an essential component of every aspect of the counseling curriculum and is addressed throughout the program consistent with the spiral curriculum approach.

## ADMISSION REQUIREMENTS

To be eligible for admission to graduate programs in the School of Psychology and Counseling, the following requirements apply.

1. A cumulative GPA of 3.0 or better on a 4.0 scale;
2. An acceptable score on the GRE (290/3.5) or the MAT (389);
3. A background in psychology at the undergraduate level is strongly recommended;
4. A satisfactory Criminal Background Check for all states of residence for the past five years, along with a residence verification statement; and

5. A successful interview with faculty in the program.

Additional program-specific admission requirements are included with the descriptions of each counseling program.

### **POLICY FOR ADMISSION OF SPECIAL OR TRANSIENT STUDENTS IN COUNSELING PROGRAMS**

Students are admitted to the Master's programs in counseling in a selective manner within a cohort model. Students are thus provided an enhanced opportunity to develop professional clinical skills and relationships in a safe environment with their classmates. School of Psychology and Counseling (SPC) faculty regard limiting clinical experiences to its own students critical in maintaining the optimal environment for learning and protecting the intent of the cohort model. Therefore, the SPC has a special policy and procedure regarding the admission of special or transient students to courses within the School Counseling and Mental Health Counseling programs. The SPC rarely admits students outside the regular admission policy, and will consider such requests on a case-by-case basis. Admission to any course will be by permission of the professor after consultation with other SPC faculty.

Students requesting admission to courses must meet the following requirements:

1. Current enrollment in an accredited college or university in a counseling program similar to those offered at Gardner-Webb University, or graduation from an accredited college or university in a counseling program;
2. Submission of an official transcript demonstrating being in good standing and with at least a 3.0 grade point average, or showing the degree conferred; and
3. An application submitted to the School of Graduate Studies in the standard format, accompanied by a cover letter detailing the courses sought, the reasons they are desired from Gardner-Webb, and the reasons they cannot be taken at the individual's home institution.

Those courses which Gardner-Webb University considers to be clinical courses cannot be taken by students who are not enrolled in the Gardner-Webb University counseling master's degree programs.

These courses include at least the following.

- CEDU 601 Counseling Theories and Techniques I
- CEDU 602 Counseling Theories and Techniques II
- CEDU 621 Crisis Intervention Counseling
- CEDU 625 Group Counseling
- CEDU 630 Individual Psychological Assessment and Measurement
- CEDU 655 Psychodiagnostics and Treatment Planning
- CEDU 670 Mental Health Counseling Practicum

- CEDU 675 School Counseling Practicum
- CEDU 690, 691, 692 Mental Health Counseling Internships
- CEDU 695, 696 School Counseling Internships
- CEDU 699 Professional Development of Mental Health Counselor

### **POLICY ON DISTANCE LEARNING AND SUPERVISION**

As the Graduate Faculty of the School of Psychology and Counseling (SPC), it is our responsibility to teach students to effectively engage in the process of counseling. This process is one which uses the power of interpersonal relationships in creating beneficial change. We believe, therefore, that the interpersonal interaction found in a traditional classroom setting is a valuable and essential teaching tool. Therefore, we are committed to maintaining the face-to-face learning environment. At the same time, we appreciate the many benefits of alternative instructional methodologies such as those found in online classrooms. We believe that our students are best served when these methodologies are used to supplement and enhance, rather than replace, the face-to-face interactions found within the traditional classroom. In keeping with this philosophy, any use of web-enhancement or other technologies by faculty to substitute for more than 25% of face-to-face class meetings in any course other than practicum or internship requires approval by the Graduate Faculty of the SPC. For practicum and internship courses, it is the expectation that all meetings will be face-to-face. However, if an individual student's situation necessitates a distance learning arrangement, such requests will be considered on a case-by-case basis. In order to be considered, the student must submit a request in writing during the placement process for the semester during which the accommodation will be needed. These written requests will be submitted to the Dean of the SPC for consideration and approval of the Graduate Faculty of the SPC. Students who receive permission for a distance supervision arrangement will attend a minimum of five class-related meetings in person throughout the semester as approved by the university supervisor.

### **RECOMMENDATION FOR CREDENTIALING AND EMPLOYMENT**

The School of Education is the state-recognized licensing agent at Gardner-Webb for school counseling students. Upon completing the program, graduate students are referred to the School of Education. The appropriate personnel in the School of Education oversee the application process with the graduate.

Mental Health Students are referred to the state licensing board during the capstone course (CEDU 699) where they

begin the application process for licensure. It is often the case that graduates utilize letters of recommendation from instructors as part of the process of licensure and this would include documenting supervisory contact hours.

## **POLICY ON ADD-ON LICENSURE COURSEWORK**

Gardner-Webb Counseling students frequently inquire about completing additional coursework to support application for additional counseling related licensures. While we do not offer licensure-only programs, it is possible for graduates of one of our counseling programs to complete the additional educational requirements necessary for seeking licensure in both School and Mental Health Counseling. Students may apply for the add-on licensure coursework of their choice only after completing the requirements for the program in which they are seeking a degree. Completion of the add-on track does not result in the awarding of an additional degree. It merely allows the student to seek the licensing credential associated with that degree program.

The requirements for pursuing add-on licensure coursework are

- Graduation in good standing from one of the Gardner-Webb Counseling Programs;
- Completion of the Intent Form (page 16, Student Handbook), submitted it to the Dean of the School of Psychology and Counseling by February 15 (to begin courses in summer or fall) or September 15 (to begin courses in spring);
- Participation in a successful interview with program faculty;
- Submission of an application to the Graduate School for special student status; and
- Submission of a criminal background check if graduation from the counseling program occurred one year or more from the desired start date.

### **LPCA LICENSURE ADD-ON – 12 CREDIT HOURS**

Students who complete this Add-On sequence and pursue licensure will have the opportunity to seek careers in a variety of settings including, but not limited to, mental health agencies, non-profit organizations providing therapeutic services, college counseling centers, and potentially private practice settings. The LPCA (Licensed Professional Counselor Associate) licensure is the first tier of state licensure in NC and is a restricted license that requires supervision before one is eligible to apply for unrestricted licensure status as a Licensed Professional Counselor (LPC). The courses outlined below supplement courses completed by Gardner-Webb School Counseling graduates and meet the NCBLPC educational requirements for licensure as an LPCA. Completion of these courses does not guarantee licensure. Students are responsible for being knowledgeable about and meeting all additional

licensure requirements (exams, supervision, etc.) which can be found on the NCBLPC website ([www.ncblpc.org](http://www.ncblpc.org)).

- CEDU 655 Psycho-diagnostics and Treatment Planning (3 credit hours)
- CEDU 691 Internship in Mental Health Counseling (3 credit hours)
- Mental Health Counseling elective course (3 credit hours)\*
- Mental Health Counseling elective course (3 credit hours)\*

*\*Students interested in licensure in states outside of NC should consult state licensing requirements for that state to guide selection of elective courses to complete.*

### **SCHOOL COUNSELING LICENSURE ADD-ON – 12 CREDIT HOURS**

Students who complete this Add-On sequence and pursue licensure will have the opportunity to seek employment as Professional School Counselors in a variety of educational settings. The courses outlined below supplement courses completed by Gardner-Webb Mental Health Counseling graduates and meet the NC Department of Public Instruction educational requirements for licensure as a School Counselor. Completion of these courses does not guarantee licensure. Students are also responsible for successful completion of the appropriate licensing exam (PRAXIS II: School Guidance and Counseling: 570).

- CEDU 618 Comprehensive Developmental School Counseling Programs (3 credit hours)
- CEDU 675 Practicum in School Counseling (3 credit hours)
- CEDU 695 Internship in School Counseling (3 credit hours)
- CEDU 696 Internship in School Counseling (3 credit hours)

\* Students interested in licensure in states outside of NC should consult state licensing requirements for that state.

## **RETENTION POLICY**

A student must have an average GPA of 3.0 overall to be awarded the M.A. degree. When the GPA falls below 3.0, the student is placed on academic probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be placed on academic suspension. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

## **GRADUATE STUDENT PERIODIC PROGRESS REVIEW**

The clinical faculty meets periodically to discuss student issues and meets formally at least once each year to evaluate each individual student's progress in the program. The intent of this review process is two-fold. Faculty members strive to support student growth and development throughout the program and want to see all students succeed. The review process allows



us to identify ways in which we can provide better support for your progress. Additionally, faculty members are charged with ensuring that graduates of our program are capable of providing competent counseling services to their future clients. We consider academic progress, clinical skill development, and personal characteristics (e.g., maturity, judgment, emotional stability, sensitivity to others, self-awareness), that affect the student's ability to be an effective counselor. Any student who presents serious concerns, including (but not limited to) failure to maintain a B average, receiving a grade of C or below, or evidence of personal difficulty which has the potential to negatively affect their capacity to function as a counselor, will be required to meet with their advisor and/or other program faculty as needed to discuss their progress in the program. If it is determined that continuation in the program is appropriate, a remediation plan will be developed. Depending upon the nature of the concern, remediation plans may be completed concurrently with enrollment or may require time away from the program. Plans may include, but are not limited to, participation in directed individual counseling to address noted concerns with periodic reports, the completion of additional coursework, or revisiting previous coursework. Students who do not successfully complete the remediation plan may be placed on programmatic suspension (with the opportunity to reapply after one year) or may be dismissed from the program.

While most instances of student difficulty may be successfully remediated, there can be exceptions that require more immediate action. Students who engage in blatantly disrespectful behavior toward faculty and/or classmates disrupt the learning environment for everyone and may call for immediate intervention in order to protect the integrity of the program. Similarly, cases of student difficulty that emerge during the clinical experiences (practicum and internship) may require immediate action in order uphold the ethical standard of protecting clients. If it is determined that the concerns presented by the student are of such a serious nature that continuation in the program is not appropriate, the result will be immediate programmatic suspension (with the opportunity to reapply after one year) or dismissal from the program.

## ACADEMIC STANDING

A student's status in the program is listed on the transcript under the category "Academic Standing." In most cases, this notation will read "Good Standing." Any change in status (academic probation, academic suspension, programmatic suspension, or programmatic dismissal) will be listed on the student's transcript under this heading on the semesters for which that status applies.

For additional policies and regulations concerning Academic Standing and progress toward the degree, see the current School of Psychology and Counseling Student Handbook for the appropriate program.

## MENTAL HEALTH COUNSELING (60 HOURS)

*Coordinator, Boiling Springs Campus:*

*Dr. Angela Smith Shores*

*Coordinator, Charlotte Campus: Dr. Willie Fleming*

## PURPOSE

The M.A. program in Mental Health Counseling is designed to develop skilled clinicians and well educated leaders in the field of mental health. Within a caring and challenging environment, the 60-semester-hour mental health counseling program strives to facilitate the acquisition and application of knowledge and skills which will help prepare graduate students to make appropriate contributions to diverse clients, institutions, and society. To do this, using a scientist practitioner model, the program emphasizes integration of theory and practice, critical thinking and decision making, as well as the examination of personal values and experiences as they influence clinical practice. Students have strong theoretical and technical training which is applied in field-based counseling practicum and internships.

## ADMISSIONS REQUIREMENTS

The requirements for the role of a Mental Health Counselor are both personal and intellectual. Thus, program faculty review completed application materials and consider applicants' personal and academic readiness for counseling training. Qualified applicants are invited for an interview with the faculty, during which the faculty further assess the academic background and personal qualities and goals of applicants. Applicants will be admitted who meet the personal and academic requirements of the program. Recognizing the need to accept students who have the greatest likelihood of success in this role, the following standards will be used for admission to the mental health counseling program:

1. A bachelor's degree from a regionally accredited institution of higher education with a minimum 3.00 grade point average;
2. A minimum of 12 hours of psychology or related areas to include general, abnormal/psychopathology, personality theory, and development;
3. Satisfactory test scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) within the past five years;



4. Three positive letters of reference from professors, faculty advisors, employers, and supervisors who have knowledge of an applicant's personal characteristics and/or academic abilities;
5. A successful interview by faculty within the program;
6. A questionnaire requiring applicants to respond to questions relative to pursuit of a counseling graduate degree; and
7. Proof of satisfactory criminal background record check for all states of residence for the past five years with residence verification statement.

## LEARNING GOALS

1. To prepare students for professional careers in counseling through the acquisition of knowledge in core areas identified by the NC licensing Board and our accrediting body (CACREP)
2. To prepare students for professional careers in counseling through the development of skills in core areas identified by the NC licensing Board and our accrediting body (CACREP).

## STUDENT LEARNING OUTCOMES

SLO 1-A: Students will demonstrate knowledge of the history and philosophy of clinical mental health counseling and identify current trends in the field.

SLO 1-B: Students will be able to articulate ethical and legal standards that guide the profession of counseling.

SLO 1-C: Students will be able to outline professional associations and organizations and licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in related associations, and the processes for obtaining credentials and licenses.

SLO 1-D: Students will be able to articulate the difference between leading counseling theories and techniques for working with individuals, couples, groups, and families, as well as theories and models of clinical supervision.

SLO 1-E: Students will differentiate between professional roles and functions of a mental health counselor in a variety of settings and specialties, identifying professional issues that influence counselors as well as self-care strategies and resources.

SLO 1-F: Students will demonstrate knowledge of strategies for working with diverse clients in multi-culturally sensitive and competent ways.

SLO 1-G: Students will outline strategies for client advocacy as well as current advocacy efforts, legislation, and public policy related to the profession of clinical mental health counseling.

SLO 1-H: Students will demonstrate knowledge of substance abuse and addictions counseling strategies, and how substance abuse and addictions impacts individuals and families.

SLO 1-I: Students will outline career theories and techniques for facilitating career development across the lifespan.

SLO 1-J: Students will be able to identify theories of growth and development including personality development, and outline abnormal or non-typical development and characteristics of psychopathology.

SLO 2-A: Students will apply to counseling situations the theories and techniques learned for counseling, prevention, and intervention and further develop strategies for integrating learned theories into counseling sessions based on client identified goals and needs differentiating between individual, couples, family, and group counseling.

SLO 2-B: Students will demonstrate skills in addressing crisis, trauma, and disaster within counseling situations, as well as the ability to conduct a suicide assessment.

SLO 2-C: Students will apply skills in diagnosis and treatment planning, demonstrating the ability to use diagnostic tools including the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

SLO 2-D: Students will integrate assessment skills during counseling situations, including the use of clinical interviews, applicable intake assessments as determined by clinical setting, and, following critical consideration and selection, appropriate qualitative and quantitative assessments.

SLO 2-E: Students will apply ethical practice, decision making, and advocacy from a multicultural perspective when working with clients.

SLO 2-F: Students will employ best practice in research, using critical evaluation of literature and interventions related to the practice of clinical mental health counseling, and ethical practice in conducting research.

SLO 2-G: Students will apply day-to-day practice skills that include intake, record keeping, and consultation in clinical mental health counseling settings.

## COURSE REQUIREMENTS

### A. THEORETICAL COMPONENT

Courses	Credit Hours
<b>CEDU 601 Counseling Theories and Techniques I</b>	<b>3</b>
<b>CEDU 602 Counseling Theories and Techniques II</b>	<b>3</b>

### B. PROFESSIONAL COMPONENT

Courses	Credit Hours
CEDU 620 Methods of Research and Program Evaluation	3
<b>CEDU 650 Legal, Ethical and Professional Issues in Counseling</b>	<b>3</b>
<b>CEDU 665 Multicultural Counseling</b>	<b>3</b>
CEDU 635 Advanced Psychopathology	3
CEDU 605 Advanced Human Growth and Development	3
CEDU 640 The Counselor as Professional, Practitioner, and Consultant	3
CEDU 699 Professional Development of the Mental Health Counselor	3
CEDU 667* Seminar on Contemporary Issues in Counseling (topic varies)	3

### C. SKILL COMPONENT

Courses	Credit Hours
CEDU 616 Methods of Assessment and Evaluation	3
<b>CEDU 625 Group Counseling</b>	<b>3</b>
CEDU 645 Career Development: Theory and Practice	3
<b>CEDU 621 Crisis Intervention Counseling</b>	<b>3</b>
CEDU 655 Psychodiagnostics and Treatment Planning	3
CEDU 646* Couples and Family Counseling	3
CEDU 647* Child and Adolescent Counseling	3
CEDU660* Substance Abuse Counseling Seminar	3

### D. APPLIED COMPONENT

Courses	Credit Hours
CEDU 670 Practicum in Mental Health Counseling	3
CEDU 690 Internship I in Mental Health Counseling	3
CEDU 691 Internship II in Mental Health Counseling	3
CEDU 692* Internship III in Mental Health Counseling	3

*\*Electives: Students choose three courses for a total of nine semester hours credit.*

All core courses (those listed in **BOLD** print) should be completed before any student enters practicum or internships and may be required for other courses by the professor. Graduate students should talk with their advisors when planning a course of study to be sure that they include courses required to become licensed as professional counselors. Students are cautioned that deviating from the established sequence of courses may result in extending the time to complete the program. A long range schedule is available from the Graduate School and your advisor should be consulted about any required change in your course of study.

## SCHOOL COUNSELING (PRE-K-12) (48 HOURS)

*Coordinator: Dr. Laura Williams Smith*

### PURPOSE

The 48-semester-hour School Counseling Program prepares graduate students to fulfill the diverse roles required of school counselors who are both theorists and practitioners in a multicultural society. Counselor trainees are prepared to develop comprehensive school counseling programs which align with the ASCA National Model and to collaborate with parents, school personnel, and others in assisting students with academic, career, and personal/social concerns. The School Counseling Program stresses developmental, preventative, and remedial services. Additional emphasis is given to acquisition and application of knowledge and skills, critical thinking and decision making, appreciation of diversity, demonstration of professional ethical and legal practices, and an understanding of the educational process within the complex school environment. The examination of personal values and experiences and their potential influence in a variety of counseling situations is encouraged. The School Counseling Program culminates in a school-based practicum and internship experience designed to solidify the graduate student's identity as a professional school counselor.

### ADMISSION REQUIREMENTS

Admission requirements include an undergraduate grade point average of 3.0 or better, an acceptable Graduate Record Exam or Miller Analogies Test score, and three positive academic and/or professional references. A background in psychology at the undergraduate level is strongly recommended. An undergraduate course in Abnormal Psychology/Psychopathology is required. This course may be taken concurrently with graduate courses but must be completed before taking the corresponding advanced level course. Although teacher licensure is not required for admission to the School Counseling Program, applicants without teacher licensure will be required to complete an

undergraduate prerequisite course in classroom management prior to the practicum. Additional opportunities will be provided to strengthen students' knowledge of the school setting throughout the program as well as during the practicum and internship experiences.

Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the Graduate School with a residence verification statement. The purpose of the criminal background check is to meet requirements of some field placement sites in which students learn and practice counseling methods. Criminal background histories obtained for employment purposes are not acceptable for admission to the counseling programs. Information received pertaining to criminal background histories will become part of the student's confidential permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the Dean of the School of Graduate Studies, the Vice President for Enrollment Management, and the Counseling Program graduate faculty. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the Dean of the School of Graduate Studies and to the Dean of the School of Psychology and Counseling. Failure to report allegations of such charges may result in immediate dismissal from the program.

The requirements for the role of a school counselor are both personal and intellectual. For this reason, in addition to general Graduate School entrance requirements, a successful interview with program faculty members is an absolute requirement for admission to the program. During this interview the faculty members will assess the personal qualities, goals, and academic background of applicants. Applicants may be admitted who meet the personal and academic requirements of the program.

## LEARNING GOALS

1. In keeping with the standards of relevant accrediting bodies and professional counseling associations, graduate students will participate in curricular experiences in each of the following areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.
2. In keeping with the standards of relevant accrediting bodies, the North Carolina Department of Public Instruction, and professional counseling associations, graduate students will demonstrate knowledge and skills appropriate to beginning counselors in each of the following areas of school counseling: foundations;

counseling, prevention, and intervention; diversity and advocacy; assessment; research and evaluation; academic development; collaboration and consultation; and leadership.

3. Supported by self-reflective practices, graduate students will demonstrate the acquisition and application of the knowledge and skills outlined above in appropriate school-based practicum and internship experiences.

## STUDENT LEARNING OUTCOMES

SC-SLO 1a: Identify and develop professional and ethical behaviors consistent with those defined and demonstrated within professional counseling associations such as the American Counseling Association

SC-SLO 1b: Examine the cultural contexts of relationships, issues, and trends in a multicultural society and generate therapeutic conceptualizations and interventions

SC-SLO 1c: Examine the nature and needs of persons at all developmental levels and generate appropriate therapeutic conceptualizations and interventions

SC-SLO 1d: Evaluate career development and related life factors as part of clinical assessment of clients' therapeutic needs

SC-SLO 1e: Evaluate the counseling process for diverse client populations and demonstrate helping skills needed for successful professional practice

SC-SLO 1f: Examine and apply theoretical and experiential understandings of group process as a means of promoting therapeutic change

SC-SLO 1g: Examine and apply individual and group approaches to assessment

SC-SLO 1h: Examine and apply research methods, statistical analysis, needs assessment, and program evaluation

SC-SLO 2a: Understand the effective and ethical functioning of a school counselor and implement that understanding within the context of a school setting

SC-SLO 2b: Understand how to develop and implement school counseling programs that offer counseling services for students related to developmental issues or special needs

SC-SLO 2c: Understand the needs of students within a diverse population, develop the skills to provide competent counseling services to those students, and advocate for the best interests of those students within the educational system

SC-SLO 2d: Understand and assess the influence of multiple factors that may affect the personal, social, and academic functioning of students

SC-SLO 2e: Understand how to critically evaluate and apply relevant research to the practice of school counseling and how to apply research methods in the evaluation of services provided through the school counseling program

SC-SLO 2f: Understand the relationship of the school counseling program to the academic mission of the school and promote the academic success of all students through the implementation of appropriate academic support strategies

SC-SLO 2g: Understand and implement effective strategies of consultation and collaboration to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students

SC-SLO 2h: Understand the role of the school counselor as a leader within the school and demonstrate strategies of effective leadership designed to enhance the learning environment of schools

SC-SLO 3: Demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students

## COURSE REQUIREMENTS

### A. THEORETICAL COMPONENT

<b>Courses</b>	<b>Credit Hours</b>
CEDU 601 Counseling Theories and Techniques I	3
CEDU 602 Counseling Theories and Techniques II	3

### B. PROFESSIONAL COMPONENT

CEDU 618 Comprehensive Developmental School Counseling Programs	3
CEDU 620 Methods of Research and Program Evaluation	3
CEDU 650 Legal, Ethical and Professional Issues in Counseling	3
CEDU 665 Multicultural Counseling	3
CEDU 635 Advanced Psychopathology	3
CEDU 605 Advanced Human Growth and Development	3

### C. SKILL COMPONENT

<b>Courses</b>	<b>Credit Hours</b>
CEDU 616 Methods of Assessment and Evaluation	3

CEDU 625 Group Counseling	3
CEDU 640 The Counselor as Professional, Practitioner, and Consultant	3
CEDU 645 Career Development: Theory and Practice	3
CEDU 621 Crisis Intervention Counseling	3

### D. APPLIED COMPONENT

<b>Courses</b>	<b>Credit Hours</b>
CEDU 675 Practicum in School Counseling	3
CEDU 695 Internship in School Counseling	3
CEDU 696 Internship in School Counseling	3

Students in the School Counseling Program are required to take a comprehensive exam in the last semester of coursework or the semester following the last semester of coursework. The two-day exam is typically offered from 9:00 a.m. until 12:00 p.m. and is an opportunity to integrate material from coursework they have had during the program.

While there is a recommended sequence for completing courses in the School Counseling Program, individual circumstances may necessitate a change in one's program of study. Graduate students should talk with their advisors when planning a course of study to ensure smooth progression through the program.

## EDUCATION

### FACULTY

*Dean, Director of Graduate Studies, Coordinator of Educational Leadership, Coordinator of Ed.D. in Educational Leadership:*  
A. Eury

*Assessment Coordinator:* J. Hamilton

*Director of Center for Innovative Leadership Development, Coordinator of Ed.D. in Organizational Leadership Studies:*  
J. Balls

*Coordinator of Curriculum and Instruction Studies, Coordinator of Ed.D. in Curriculum and Instruction:* S. Brown

*Coordinator of Ed.S. Studies in Educational Leadership:* S. Laws

*Coordinator of Master of Arts in Curriculum and Instruction Programs and Concentration Pathways:* J. Putnam

*Chair of Master of Arts in Executive Leadership Studies:* G. Neal

*Professors:* A. Eury, S. Brown, L. Wesson



*Associate Professors: S. Bingham, B. Boyles, G. Neal*

*Assistant Professors: J. Balls, K. Clark, J. Hamilton, S. Laws, J. Palermo, J. Parker, J. Putnam*

## MISSION STATEMENT

The Gardner-Webb University School of Education empowers candidates and communities through innovative, collaborative leadership by applying principles of continuous improvement to expand human (intellectual, social, and spiritual) potential.

## GOALS

The School of Education strives to accomplish its mission through its commitment to

1. Prepare undergraduate and graduate candidates for professional roles and responsibilities within school settings;
2. Provide rigorous programs of study, which will facilitate reflective practice within a learning environment, based upon Christian principles and values;
3. Hire faculty who fill the role of caring, patient mentors while they model lifelong learning that reflects inquiry- and problem-based decision making; and
4. Foster partnerships with and provide service to public schools and other organizations through collaborative activities such as consultation, research, and staff development.

## MAJOR FIELDS OF STUDY

The school offers the following Master of Arts degrees.

Curriculum and Instruction (K-12: no specific concentration)  
Curriculum and Instruction with a concentration in Elementary Education  
Curriculum and Instruction with a concentration in Middle Grades Education  
Curriculum and Instruction with a concentration in Rural Education  
Curriculum and Instruction with a concentration in Urban Education  
Curriculum and Instruction with a concentration in Christian School Education  
Curriculum and Instruction with a concentration in Academically/Intellectually Gifted Education  
Curriculum and Instruction with a concentration in Teacher Leadership  
Executive Leadership Studies

The school offers an Educational Specialist degree in Educational Leadership.

The school offers the following Doctor of Education degrees.

Curriculum and Instruction  
Educational Leadership  
Organizational Leadership

## MASTER OF ARTS

The Master of Arts in Education builds upon the instructional expertise, leadership qualities, and skills of experienced educators. The programs are aligned with the INTASC Principles and the NCDPI competencies required for licensure. The programs include rigorous academic preparation in and implementation of the latest research on human development and learning. Consequently, reflective practice becomes an integral component which supports the Gardner-Webb conceptual framework. Active participation in a program allows students to develop further those competencies essential to professional education and continued self-improvement, thus exemplifying the model of the Educator as Theorist and Practitioner.

Upon successful completion of a graduate program in education, students who hold initial licensure will be recommended for the North Carolina graduate license in the appropriate licensure area.

## PROGRAMS

Curriculum and Instruction (K-12: no specific concentration)  
Curriculum and Instruction with a concentration in Elementary Education  
Curriculum and Instruction with a concentration in Middle Grades Education  
Curriculum and Instruction with a concentration in Rural Education  
Curriculum and Instruction with a concentration in Urban Education  
Curriculum and Instruction with a concentration in Christian School Education  
Curriculum and Instruction with a concentration in Academically/Intellectually Gifted Education  
Curriculum and Instruction with a concentration in Teacher Leadership  
Executive Leadership Studies

## APPLICATION FOR GRADUATE LICENSURE

An application for the North Carolina graduate level license must be filed with the Licensure Section of the North Carolina Department of Public Instruction (NCDPI). With the

exception of the school counseling program, one must hold, or be eligible to hold, an “A” level license before applying for graduate level licensure. Students pursuing both graduate and undergraduate level licensure must meet the requirements for both levels. Students seeking a recommendation for graduate “licensure only” must meet the same licensure requirements as those students pursuing the graduate degree.

Upon completion of an approved program and satisfactory scores on the appropriate PRAXIS II examination (if applicable) or 100% proficiency on the electronic portfolio (if applicable), the student must submit Form V and a self-addressed, stamped envelope to Gardner-Webb’s Licensure Officer. The Licensure Officer will verify the degree, sign Form V, and return Form V to the student with an official Gardner-Webb transcript.

The student is responsible for submitting all documents to NCDPI and should refer to NCDPI’s website for a list of all documents to be submitted. An application fee is required. Checks in payment for state licensure must be made payable to the North Carolina Department of Public Instruction.

## SPECIAL LICENSURE STUDENTS

**Initial “A” Level Licensure:** Applicants who hold a baccalaureate degree but who do not hold a North Carolina “A” level Teacher’s License or its equivalent may apply for admission as Special Students to the approved Program for Teacher Licensure. The School of Education and the appropriate department offering the specialty studies will evaluate all undergraduate work.

**Graduate Level Licensure:** In some programs, students may pursue graduate level licensure without pursuing a graduate degree. Applicants who have earned a master’s degree and who wish to earn a graduate level license in an additional area of specialization may apply for admission as Special Students. An evaluation of undergraduate and graduate work is required to determine courses necessary for graduate level licensure. Students must successfully complete the appropriate specialty area portion of the PRAXIS.

**Public School Personnel:** Public school teachers applying for the first time for courses solely for “A” level license renewal credit may be admitted as Special Students by completing the Graduate School application form and by presenting an official transcript showing completion of the bachelor’s degree. If, however, credit is to be applied to a graduate degree, the student must make specific application for this credit before the completion of six hours, as well as meet all requirements for admission as a graduate degree student. Public school teachers and administrators applying for the first time for courses solely for graduate level license renewal credit may be admitted as Special Students by completing the Graduate School application and by filing an official transcript showing completion of the master’s degree.

## MASTER OF ARTS IN CURRICULUM AND INSTRUCTION (33 HOURS)

*Coordinator: Dr. Jennifer Putnam*

The M.A. in Curriculum and Instruction includes thirty-three credit hours in four components: professional, instructional, elective, and capstone. This program is built upon the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching. Graduates of this program are encouraged to be self-reflective, life-long learners who design, implement, and evaluate school curriculum and instruction; interpret and apply current research findings; and conduct relevant classroom research.

## MISSION STATEMENT

The Curriculum and Instruction Master’s Program serves advanced candidates aspiring to curriculum roles that promote learning through facilitated collaboration and continuous improvement.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Master of Arts in Curriculum and Instruction are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school.
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment.
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure. For those who are not pursuing graduate level licensure, equivalent teaching experience is required.
4. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant’s work as an educator or student.
5. Access to a classroom in which to engage in instruction and action research.
6. Cohort form.

## PROGRAM GOALS

The Master of Arts in Curriculum and Instruction with its associated concentrations is designed to meet the following program goals.

1. Candidates will demonstrate advanced content knowledge related to core concepts;
2. Candidates will implement processes relative to the specific discipline;
3. Candidates will reflect critically on performances of others and/or self for the purpose of improvement; and
4. Candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.

## STUDENT LEARNING OUTCOMES ALIGNED TO GOALS

1. **Curriculum and Instruction Master's Candidates will demonstrate advanced content knowledge related to core concepts.**
  - a. Identify, summarize, and apply in-depth knowledge of current research related to curriculum, instruction and assessment (Knowledge)
  - b. Identify, summarize, and apply understanding of integration of 21st century content and skills into educational practices (Knowledge)
  - c. Identify, summarize and apply understanding of tenets of professional learning communities (Knowledge)
  - d. Demonstrate knowledge of curriculum design informed by understanding of diversity in all its forms (Knowledge)
2. **Curriculum and Instruction Master's Candidates will implement processes relative to the specific discipline.**
  - a. Model 21st century skills integration in facilitation of instruction (Processes)
  - b. Demonstrate the ability to develop action plans informed by best practices and based on identified needs (Processes)
  - c. Demonstrate leadership in advocating for student learning and the profession (Processes)
3. **Curriculum and Instruction Master's Candidates will reflect critically on performances of others and/or self for the purpose of improvement.**
  - a. Engage in reflection related to personal and professional progress on Graduate teacher Program Standards within evidence work for the purpose of improvement (Reflection)
  - b. Engage in reflection related to work in collaborating with colleagues for the purpose of student learning and school improvement (Reflection)

4. **Curriculum and Instruction Master's Candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.**

- a. Value an educational culture that focuses on learning for all student (Dispositions)
- b. Value an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning (Dispositions)
- c. Value an educational culture that develops reflective teacher leaders who are data informed agents of change (Dispositions)
- d. Value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change (Dispositions)

## COURSE REQUIREMENTS

Candidates will begin their course of study by focusing on the history and philosophy of their concentration area. They will continue through the program all together. While the content of the rest of the coursework will center on Curriculum and Instruction, candidates will continue to maintain a focus on their specific concentration through common evidences and a three-hour internship embedded throughout the program.

### FIRST SEMESTER

Courses	Credit Hours
EDUC 671 Philosophy, History, and Methodology of Curriculum and Instruction (K-12 Concentration)	6
EDUC 672 Philosophy, History, and Methodology of Curriculum and Instruction (Elementary Concentration)	6
EDCU 673 Philosophy, History, and Methodology of Curriculum and Instruction (Middle Grades Concentration)	6
EDUC 674 Philosophy, History, and Methodology of Curriculum and Instruction (Christian School Education Concentration)	6
EDUC 675 Philosophy, History, and Methodology of Curriculum and Instruction (Urban Concentration)	6
EDUC 676 Philosophy, History, and Methodology of Curriculum and Instruction (Rural Concentration)	6
EDUC 677 Philosophy, History, and Methodology of Curriculum and Instruction (Academically/Intellectually Gifted Concentration)	6
EDUC 678 Philosophy, History, and Methodology of Curriculum and Instruction (Teacher Leadership Concentration)	6

### SECOND SEMESTER

Courses	Credit Hours
EDUC 681 Teaching Strategies for Diverse Populations	6

### THIRD SEMESTER

Courses	Credit Hours
EDUC 682 Measurement, Assessment, and Action Research for Teacher Leaders	6
EDUC 696 Internship Seminar	1

### FOURTH SEMESTER

Courses	Credit Hours
EDUC 683 Current Issues and Special Topics for Teacher Leaders	6
EDUC 696 Internship Seminar	1

### FIFTH SEMESTER

Courses	Credit Hours
EDUC 684 Teaching Literacy in the Age of Accountability	6
EDUC 696 Internship Seminar	1

## MASTER OF ARTS IN EXECUTIVE LEADERSHIP STUDIES (K12) (36 HOURS)

*Chair: Dr. Gerald Neal*

The focus of the Executive Leadership Studies (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to meet the needs of educators in both theory and practice. Qualifying applicants may enter the five-semester program leading to a Master of Arts degree in Executive Leadership Studies (MELS). In order to be licensed in North Carolina, students must demonstrate proficiency by developing an electronic portfolio that addresses the seven (7) standards adopted by the North Carolina State Board of Education and by being certified on 21 competencies.

### MISSION

The mission of the Master of Arts degree in Executive Leadership Studies (K-12) is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

### ADMISSION REQUIREMENTS - DEGREE

Program-specific admission requirements for full acceptance into the Master Arts in Executive Leadership Studies are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure
4. A minimum of three years of successful classroom teaching experience
5. Three professional recommendations from persons, at

least one of whom is a current or former school administrator, who know the applicant's work as an educator or student

6. Approved Internship Supervision form and a Cohort form.

### ADMISSION REQUIREMENTS – ADD-ON LICENSURE

Program-specific admission requirements for acceptance into the post-masters certificate program in School Administration are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all post-baccalaureate work completed
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment
3. An A-level teaching license or equivalent for those who are pursuing graduate-level licensure
4. A minimum of three years of successful classroom teaching experience
5. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student
6. Approved Internship Supervision form and a Cohort form

### PROGRAM GOALS

The Executive Leadership Studies program is designed to meet the following program goals for prospective school administrators.

1. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Principal's licensure;
2. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Principal's licensure;
3. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Principal's licensure;
4. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Principal's licensure;
5. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Managerial Leadership leading to Principal's licensure;
6. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Principal's licensure; and
7. The MELS program in the School of Education will prepare and improve abilities of candidates in the area of Micro-Political Leadership leading to Principal's licensure.



## STUDENT LEARNING OUTCOMES

Candidates in the MELS program are expected to demonstrate proficiency in seven standards by completing six evidences with multiple components. The MELS program will prepare and improve the abilities of candidates in the area of Strategic Leadership leading to a school administrator's license.

- a. Works with others to develop a shared vision and strategic goals for candidate achievement that reflect high expectations for candidates and staff.
- b. Maintains a focus on the vision and strategic goals throughout the year.
- c. Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.
- d. Works with others to incorporate principles of continuous improvement and 21st century concepts into the School Improvement Plan.
- e. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives.
- f. Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.
- g. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.

The MELS program will prepare and improve the abilities of candidates in the area of Instructional Leadership leading to a school administrator's license.

- a. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning.
- b. Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons.
- c. Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction.
- d. Adheres to legal requirements for planning and instructional time.
- e. Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs.

The MELS program will prepare and improve the abilities of candidates in the area of Cultural Leadership leading to a school administrator's license.

- a. Designs strategies for achieving a collaborative and positive work environment within the school.
- b. Seeks input from the School Improvement Team and other stakeholders to make decisions.
- c. Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment.

- d. Uses shared values, beliefs and a shared vision to promote a school culture of learning and success.
- e. Works with others to address diversity and equity as the school develops, monitors, and adjusts the school improvement plan.
- f. Works with others to use established criteria for performance as the primary basis for reward and recognition.
- g. Identifies strategies for building a sense of efficacy and empowerment among staff.
- h. Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.

The MELS program will prepare and improve the abilities of candidates in the area of Human Resource Leadership leading to a school administrator's license.

- a. Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development.
- b. Routinely participates in professional development focused on improving instructional programs and practices.
- c. Supports, mentors, and coaches staff members and emerging teacher leaders.
- d. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.
- e. Works with others to implement district and state evaluation policies in a fair and equitable manner.

The MELS program will prepare and improve the abilities of candidates in the area of Managerial Leadership leading to a school administrator's license.

- a. Works with others to incorporate the input of the School Improvement Team in budget and resource decisions.
- b. Works with others to use feedback and data to assess the success of funding and program decisions.
- c. Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement.
- d. Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community.
- e. Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community.
- f. Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff.
- g. Works with others to effectively implement district rules and procedures.

The MELS program will prepare and improve the abilities of candidates in the area of External Leadership leading to a school administrator’s license.

- a. Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community’s vision of the school.
- b. Works with others to ensure compliance with federal, state, and district mandates.
- c. Continually assesses the progress of district initiatives and reports results to district-level decision makers.
- d. Works with others to implement district initiatives directed at improving student achievement.

The MELS program will prepare and improve the abilities of candidates in the area of Micro-political Leadership leading to a school administrator’s license.

- a. Works with others to build systems and relationships that utilize the staff’s diversity, ideological differences, and expertise to realize the school’s goals.

## MELS COURSE REQUIREMENTS - DEGREE

Courses	Credit Hours
MELS 601 Executive Leadership in a 21st Century Change Environment	6
MELS 602 Research and Assessment for 21st Century Executive Leaders	6
MELS 603 Resource Management for 21st Century Executive Leaders	6
MELS 604 21st Century Curriculum and Instructional Development	6
MELS 605 21st Century School Leadership	6
MELS 697 Internship	6

## MELS COURSE REQUIREMENTS FOR ADD-ON LICENSURE (24 HOURS)

Courses	Credit Hours
MELS 601 Executive Leadership in a 21st Century Change Environment	6
MELS 698 School Administration Certification Only	0
MELS 603 Resource Management for 21st Century Executive Leaders	6
MELS 698 School Administration Certification Only	0
MELS 605 21st Century School Leadership	6
MELS 697 Internship	6

## EDUCATION SPECIALIST (42 HOURS)

Coordinator: Dr. Stephen Laws

### MISSION STATEMENT

The Ed.S. program will strive to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively as leaders in fluctuating, complex, and dynamic educational environments. This will be accomplished by applying principles of continuous improvement to maximize human, social, and spiritual potential.

### ADMISSION REQUIREMENTS

Program-specific admission requirements for acceptance into the Education Specialist in Executive Leadership are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed
2. Minimum of three years of successful administrative/teaching experience, administration preferred
3. Current entry-level license in school administration—principal
4. Five professional recommendations from persons who know the applicant’s work as an educator or graduate student, at least one of whom must be an administrator at the central-office or school-board level
5. Satisfactory scores on the Graduate Record Exam
6. Personal essay explaining the applicant’s purpose in wanting to earn an Ed.S. in Executive Leadership
7. Internship Supervision form and Cohort form

### PROGRAM GOALS

1. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Superintendent’s licensure.
2. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Superintendent’s licensure.
3. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Superintendent’s licensure.
4. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent’s licensure.
5. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent’s licensure.
6. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of External

Development Leadership leading to Superintendent's licensure.

7. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Micro-Political Leadership leading to Superintendent's licensure.

## STUDENT LEARNING OUTCOMES ALIGNED TO GOALS

Candidates graduating from the Ed.S. program of studies will demonstrate and show proficiency in the 56 descriptors outlined by the North Carolina Department of Public Instruction that correlate with the following practices. These descriptors translate to student learning outcomes in that successful demonstration of all 56 is required for both degree and Superintendent's licensure.

1. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Superintendent's licensure.
  - 1a1. Works with others to create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century.
  - 1a2. Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives.
  - 1a3. Effectively communicates the strategic and comprehensive planning process to principals and other stakeholders.
  - 1a4. Effectively articulates the core concepts and beliefs that define the district's value frameworks.
  - 1b1. Works with others to systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21st century knowledge and skills.
  - 1b2. Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning.
  - 1b3. Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group.
    - 1c1. Works with others to implement structures to distribute leadership and decision making among faculty/staff members throughout the district.
    - 1c2. Works with others to develop capacity of educators to effectively assume leadership roles.
    - 1c3. Works with others to engage in consistent, sustained, and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision.
2. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of

Instructional Leadership leading to Superintendent's licensure.

- 2a1. Works with others to design scheduling processes that maximize learning time.
- 2a2. Works with others to use the results of monitoring to make adaptations to curriculum, instruction, and assessment.
- 2a3. Works with others to ensure that instructional time is valued and protected across the district.
- 2a4. Works with others to develop appropriate rewards for and recognition of improved student achievement.
- 2a5. Works with others to develop appropriate and specific achievement targets for schools and students.
- 2a6. Works with others to ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement.
3. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Superintendent's licensure.
  - 3a1. Works with others to design elements of a collaborative and positive culture throughout the district.
  - 3a2. Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures.
  - 3a3. Monitors improvement of the culture in selected individual schools and throughout the district.
  - 3a4. Works with others to ensure access, engagement, and success for culturally diverse students, faculty, and staff.
  - 3b1. Works with others to help principals establish criteria for evaluating programs and performance.
  - 3b2. Works with others to utilize reward and advancement as a way to promote the accomplishments of the district.
  - 3b3. Effectively communicates with selected stakeholder groups the successes and shortcomings of the district.
  - 3c1. Works with others to implement strategies that build efficacy and empowerment among principals.
  - 3c2. Works with others to monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups.
4. The Ed. S. program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent's licensure.
  - 4a1. Assists others in developing an understanding of and support for professional learning communities.
  - 4a2. Works with others to implement professional learning communities to support student learning throughout the district.
  - 4a3. Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment.

- 4b1. Assists others in creating and implementing effective policies and procedures for recruiting and retaining highly qualified and diverse personnel.
- 4b2. Assists others in creating and implementing effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths.
- 4b3. Assists others in creating and implementing effective policies and procedures for coaching and mentoring new faculty/staff members to support their success.
- 4b4. Assists others in creating and implementing effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly performing faculty and staff members.
- 4b5. Assist others in identifying key positions in the district and has a succession plan for each.
- 4c1. Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably.
- 4c2. Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System.
- 4c3. Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance.
- 5. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent's licensure.
  - 5a1. Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources.
  - 5a2. Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs.
  - 5a3. Routinely and conscientiously monitors the use of district resources to ensure fairness, equity, and efficiency.
  - 5b1. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way.
  - 5b2. Demonstrates awareness of potential problems and/or areas of conflict within the district and proposes possible solutions.
  - 5b3. Assists others in preparing and conducting hearings, responding to grievances, and implementing formal processes for dealing with serious conflict.
  - 5c1. Works with others to assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner.
  - 5c2. Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities.
  - 5c3. Participates in and helps lead various advisory groups to improve external and internal communication.
- 5d1. Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling.
- 5d2. Collaboratively develops and enforces clear expectations, structures, rules, and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional well-being.
- 5d3. Collaboratively develops and enforces clear expectations, structures, and rules and procedures for ensuring the security of all sensitive and confidential data.
- 5d4. Works with others to systematically monitor the implementation of district rules and procedures.
- 6. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Superintendent's licensure.
  - 6a1. Builds relationships with individuals and groups to support the district's learning-teaching agenda.
  - 6a2. Works with others to create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and school district.
  - 6b1. Works with others to routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary.
  - 6b2. Works with others to interpret federal, state, and district mandates so that they are viewed as opportunities for the district.
- 7. The Ed.S. program in the School of Education will prepare and improve abilities of candidates in the area of Micro-Political Leadership leading to Superintendent's licensure.
  - 7a1. Works with others to develop relationship with state, district, and influential community groups that further the district's goals of positive culture and student performance.
  - 7a2. Works with others to maintain a positive working relationship with the school board members individually and collectively.
  - 7a3. Works with others to create events that provide opportunities to promote the visibility of the district.

**COURSE REQUIREMENTS**

<b>Courses</b>	<b>Credit Hours</b>
ESEL 611 Executive Leadership at the District Level	6
ESEL 612 Fiscal Management and Leadership	6
ESEL 613 Research Methods and Program Evaluation	6
ESEL 614 Leading Change for Educational Transformation	6
ESEL 615 Policy Analysis in Executive Leadership	6



ESEL 616 Organizational Communications and Technology Systems	6
ESEL 697 Six semesters of Internship	6

## DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION (63 HOURS)

*Coordinator: Dr. Sydney Brown*

The Doctor of Education degree in Curriculum and Instruction (EDCI) at Gardner-Webb University is a 63-semester-hour program for advanced candidates aspiring to leadership roles that promote high impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement. Candidates experience EDCI program course modules within a cohort model progressing through coursework as a team and building relationships crucial to the goals of collaboration and continuous improvement. All components of the program are aligned to the Teacher Leader Model Standards (TLMS) published by the Teacher Leadership Exploratory Consortium (2012). These standards are aligned to Interstate School Leaders Licensure Consortium (ISLLC) standards and to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards. The TLMS can be accessed at <http://teacherleaderstandards.org/>.

### MISSION STATEMENT

The Gardner-Webb University program in Curriculum and Instruction serves advanced candidates aspiring to leadership roles that promote high-impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement.

### ADMISSION REQUIREMENTS

Program-specific admission requirements for acceptance into the Doctor of Education in Curriculum and Instruction are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed
2. Minimum of three years of successful teaching experience
3. Current teaching license or a letter indicting appropriate experience
4. Five professional recommendations from persons, at least one of whom must be an administrator or at the central-office level, who know the applicant's work as an educator or graduate student
5. Satisfactory scores on the Graduate Record Exam
6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Curriculum and Instruction
7. Internship Supervision form and Cohort form

### PROGRAM GOALS

1. Candidates will demonstrate advanced content knowledge related to core concepts;
2. Candidates will implement processes relative to the specific discipline;
3. Candidates will reflect critically on performances of others and/or self for the purpose of improvement; and
4. Candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.

### STUDENT LEARNING OUTCOMES ALIGNED TO GOALS

- 1a. EDCI candidates will identify, summarize, and apply current research on curriculum design, implementation, and assessment.
- 1b. EDCI candidates will identify, summarize, and apply current research on characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results.
- 1c. EDCI candidates will identify, summarize, and apply current research related to accessing and utilizing various forms of data to inform decision-making.
- 1d. EDCI candidates will identify, summarize, and apply current research related to collaborative leadership engaging all stakeholders in context of continuous improvement.
- 2a. EDCI candidates will demonstrate effective leadership, collaboration, coaching, and mentoring skills with colleagues
- 2b. EDCI candidates will demonstrate leadership skills in data collection and analysis.
- 2c. EDCI candidates will demonstrate leadership skills in development and implementation of action plans based on identified needs
- 2d. EDCI candidates will demonstrate leadership skills in advocating for student learning and the profession
- 3a. EDCI candidates will engage in reflection related to personal and professional progress on TLMS functions within evidence work for the purpose of improvement
- 3b. EDCI candidates will engage in reflection related to work in facilitating colleagues for the purpose of student learning and school improvement
- 4a. EDCI candidates will value an educational culture that focuses on learning for all students.
- 4b. EDCI candidates will value an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning.
- 4c. EDCI candidates will value an educational culture that develops reflective teacher leaders who are data informed agents of change.

4d. EDCI candidates will value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change.

## COURSE REQUIREMENTS

Courses	Credit Hours
EDCI 700 Theory Development Module	6
EDCI 701 Dissertation Coaching/ Clinical Experience Seminar	1
EDCI 702 Issues and Models in Curriculum Module	6
EDCI 703 Dissertation Coaching/ Clinical Experience Seminar	1
EDCI 704 Research Design and Methods Module	12
EDCI 705 Dissertation Coaching/Clinical Experience Seminar	1
EDCI 706 Reform and Change Theory Module	6
EDCI 707 Dissertation Chairing/Clinical Experience Seminar	1
EDCI 708 Assessment and Evaluation Module	6
EDCI 709 Dissertation Chairing/Clinical Experience Seminar	1
EDCI 710 Curriculum/Instruction Module	12
EDCI 711 Dissertation Chairing/Clinical Experience Seminar	1
EDCI 712 Dissertation Module I	6
EDCI 713: Dissertation Module II	3
EDCI 714: Dissertation (Continuing)	1 to 3

## DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (63 HOURS)

*Coordinator: Dr. Doug Eury*

The Doctor of Education Degree in Educational Leadership (EDLS) at Gardner-Webb University is a 63-semester-hour program designed for potential and practicing educational leaders who wish to develop and refine their leadership skills in complex organizations. Schools are dynamic institutions whose practice is shaped by powerful and influential interests. As a result, the economic, political, social, and technological environment of schools is always changing. The EDLS program is designed to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in leadership roles in this fluctuating environment. The purpose of the EDLS is to develop educational leaders at the Central Office level through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

## MISSION STATEMENT

The EDLS program will strive to produce leaders for schools and schools systems that are better prepared to create school

districts as organizations that can learn and change quickly if they are to improve performance. This will be accomplished through innovative, collaborative leadership by applying principles of continuous improvement to maximize human, social, and spiritual potential.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Doctor of Education in Educational Leadership are the following:

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful administrative/teaching experience, administration preferred;
3. Current entry-level license in school administration;
4. Five professional recommendations from persons, at least one of whom must be at the central-office or school-board level, who know the applicant's work as an educator or graduate student;
5. Satisfactory scores on the Graduate Record Exam;
6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Educational Leadership; and
7. Internship Supervision form and Cohort form.

## PROGRAM GOALS

1. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Strategic Leadership leading to Superintendent's licensure;
2. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Instructional Leadership leading to Superintendent's licensure;
3. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Cultural Leadership leading to Superintendent's licensure;
4. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Human Resource Leadership leading to Superintendent's licensure;
5. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Managerial Leadership leading to Superintendent's licensure;
6. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of External Development Leadership leading to Superintendent's licensure.
7. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area

of Micro-Political Leadership leading to Superintendent's licensure.

8. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the areas of research and data-driven decision making by completing a dissertation study of choice and approval.

## STUDENT LEARNING OUTCOMES ALIGNED TO GOALS

### 1. **The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Strategic Leadership leading to Superintendent's licensure.**

- a. Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century that schools are preparing children to enter;
- b. Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- c. Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- d. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;
- e. Is a driving force behind major initiatives that help students acquire 21st Century skills;
- f. Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- g. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district;
- h. Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- i. Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g., student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;
- j. Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- k. Facilitates the implementation of state education policy;
- l. Facilitates the setting of high, concrete goals and the expectations that all students meet them;

m. Monitors progress in meeting district goals;

n. Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;

o. Creates processes to distribute leadership throughout the district.

### 2. **The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Instructional Leadership leading to Superintendent's licensure.**

a. Leads with a clear, high-profile focus on learning and teaching oriented towards high expectations and concrete goals;

b. Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;

c. Establishes effectively functioning professional learning communities;

d. Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;

e. Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st Century instruction and assessment, and the state accountability program;

f. Establishes clear priorities among the district's instructional goals and objectives;

g. Creates processes for using student test data and formative data from other sources for the improvement of instruction;

h. Utilizes an instructional evaluation program that accurately monitors implementation of the district's instructional program;

i. Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools and best practices for meeting diverse student needs;

j. Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;

k. Creates processes to provide formal feedback to school executives concerning the effectiveness of their instructional leadership;

l. Monitors student achievement through feedback from the instructional evaluation program;

m. Ensures that instructional time is valued and protected;

n. Provides professional development for school executives in the area of instructional leadership.

### 3. **The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates**

**in the area of Cultural Leadership leading to Superintendent's licensure.**

- a. Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- b. Builds community understanding of what is required to ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- c. Creates a school system (and not a "system of schools") in which shared vision and equitable practices are the norm;
- d. Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large;
- e. Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- f. Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- g. Creates opportunities for both staff involvement in the community and community involvement in the schools;
- h. Creates an environment in which diversity is valued and is promoted.

**4. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Human Resource Leadership leading to Superintendent's licensure.**

- a. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
- b. Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- c. Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision;
- d. Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- e. Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- f. Creates processes for educators to assume leadership and decision-making roles;
- g. Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- h. Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;

- i. Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;
- j. Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs;
- k. Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- l. Identifies strategic positions in the district and has a succession plan for each key position.

**5. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Managerial Leadership leading to Superintendent's licensure.**

- a. Applies and assesses current technologies for management, business procedures, and scheduling;
- b. Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- c. Identifies and plans for facility needs;
- d. Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- e. Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations;
- f. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- g. Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- h. Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and on-going collaborative planning time for every teacher;
- i. Creates processes for the storage, security, privacy, and integrity of data;
- j. Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff;
- k. Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

**6. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of External Development Leadership leading to Superintendent's licensure.**

- a. Develops collaborative partnerships with the greater community to support the 21st Century learning priorities of the school district and its schools;



- b. Implements processes that engage stakeholders in shaping and then supporting significant (non- negotiable) achievement and instructional goals for the district and its schools;
- c. Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- d. Designs protocols and processes that ensure compliance with federal, state and district mandates;
- e. Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- f. Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;
- g. Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals;
- h. Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

**7. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the area of Micro-Political Leadership leading to Superintendent's licensure.**

- a. Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;
- b. Defines and understands the internal and external political systems and their impact on the educational organization;
- c. Defines, understands, and communicates the impact of legal issues affecting public education;
- d. Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-making;
- e. Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements;
- f. Applies laws, policies and procedures fairly, wisely, and considerately;
- g. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;
- h. Accesses local, state and national political systems to provide input on critical educational issues.

**8. The EDLS program in the School of Education will prepare and improve abilities of Doctoral candidates in the areas of research and data-driven decision making by completing a dissertation study of choice and approval.**

- a. Completes a dissertation to the satisfaction of the dissertation committee.
- b. Defends dissertation findings to a public audience.

**COURSE REQUIREMENTS**

<b>Courses</b>	<b>Credit Hours</b>
EDLS 700 Theory Development Module	6
EDLS 701 Seminar	1
EDLS 702 Operational and Managerial Module	6
EDLS 703 Seminar	1
EDLS 704 Research Module	12
EDLS 705 Seminar	1
EDLS 706 Reform and Change Module	6
EDLS 707 Seminar	1
EDLS 708 Organizational Behavior Module	6
EDLS 709 Seminar	1
EDLS 710 Instructional Module	12
EDLS 711 Seminar	1
EDLS 712 Dissertation Module I	6
EDLS 713 Dissertation Module II	3
EDLS 714 Dissertation (Continuing)	1 to 3
*EDLS 720 Advanced Research and Instructional Research	12

\*For candidates moving from Ed.S. to Ed. D.

**DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP (63 HOURS)**

*Coordinator: Dr. John D. Balls*

**PURPOSE**

The Doctor of Education in Organizational Leadership is designed to develop individuals who have the knowledge and capability to take on leadership roles in a variety of settings. It was created to provide an environment where professionals can advance their leadership skills while sharing ideas and experiences with business and academic professionals. The program targets professionals in community colleges, liberal arts colleges, and comprehensive universities, as well as for-profit and not-for-profit businesses/organizations engaged in training and development, life-span learning, healthcare, law enforcement/criminal justice, and adult education.

## PROGRAM OVERVIEW

The program consists of nine semesters (total of 63 credit hours including the consultancy/practicum project). The consecutive semesters include any summer sessions that fall in the sequence. The cohort concept is employed such that students move together through their classes providing the maximum benefit from individual experiences and communities of collaboration. The consultancy/practicum project is an integral part of each semester's course work. The intent is to provide the student an opportunity to apply the theory and best practices to actual challenges they are confronted with. It is based on the scholar-practitioner model. The program is comprised of two tiers. The first tier is the core course modules. This consists of the first six semesters. These modules address concepts such as cultural development in organizations, leading in a learning organization, change management, ethics, conflict resolution, strategic planning, program evaluation, qualitative research, and e-learning. Semesters seven through nine include, but are not limited to, the following specialized course modules: policy development, business law, innovation and transformation, cultural development, and self and collective efficacy. Classes are held on Friday evenings and Saturdays (seven weekends per Fall and Spring semesters and 12 full days for the summer semester). There is an online component.

## ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Doctor of Education in Organizational Leadership are the following:

1. Applicants must have a Master's degree from a regionally accredited institution. Applicant must have a 3.0 or better grade point average in all Master's level work;
2. Applicants must submit three letters of reference including one from the candidate's immediate supervisor;
3. Applicants must possess excellent interpersonal skills as reflected in the letters of reference;
4. Applicants must submit official transcript for all Master's level work from a regionally accredited institution;
5. Applicants must have a minimum of three years of experience in their profession; and
6. Applicants must submit either a MAT or GRE score that is current to the previous five years.

## PROGRAM OUTCOMES

Candidates will make significant contributions to the organization in which they are employed while in the program and beyond.

Candidates will contribute to the overall learning environment in which they are working.

Candidates will use the knowledge, skills, and dispositions acquired to support lifelong learning in their profession.

Candidates will demonstrate theoretical and practical knowledge and skills in everyday work activities.

Candidates will share their experiences with their cohort colleagues enriching the learning process.

Candidates will apply their learning and their experiences in the execution of the consultancy project.

## STUDENT LEARNING OUTCOMES

1. Students will understand organizations through knowledge of leadership theory, organizational cultures, decision-making processes and practice;
2. Students will apply organizational theory to the needs of their own organizations to increase understandings of institutions and their stakeholders;
3. Students will participate in appropriate field experiences focusing on authentic leadership development;
4. Students will acquire skills to address challenges facing institutions today and apply them in a simulated environment;
5. Students will understand the characteristics of a learning organization;
6. Students will examine organizational cultures and the role it plays in the overall effectiveness of the organization;
7. Students will be able to develop a plan of action to address the needs of a learning organization;
8. Students will develop the skills to create a learning culture within their organization;
9. Students will examine the key attributes of a re-invention initiative;
10. Students will be able to execute a re-invention plan in a simulated environment;
11. Students will acquire decision-making skills within an ethical and moral framework;
12. Students will review and analyze current legal and ethical issues as it relates to institutions;
13. Students will participate in the review and analysis of case studies pertaining to ethical issues and challenges;
14. Students will role play various scenarios in resolving conflict within an organization;
15. Students will apply their knowledge of organizational behavior in addressing the relationship between a leader and a follower;
16. Students will examine various strategic planning models;
17. Students will learn how to manage growth, change, and drive organizational innovation;
18. Students will design, in a simulated environment, a strategic plan applying the principles learned in the course;
19. Students will reflect on and discuss the challenges and responsibilities encountered in shaping and creating successful leaders in the 21st century;
20. Students will be exposed to a multitude of strategic planning tools;
21. Students will review and analyze case studies of strategic planning initiatives;

22. Students will learn the scientific method as it relates to social science research;
23. Students will be able to demonstrate the use of the scientific method in performing research;
24. Students will examine key concepts, methods, and approaches in the area of evaluation research;
25. Students will understand the principles of research methods;
26. Students will learn how to integrate qualitative methods in the assessment of opportunities and/or program initiatives;
27. Students will be able to identify key attributes of a quality research initiative;
28. Students will become familiar with state of the art electronic applications and tools;
29. Students will explore the tenets of collaboration and will apply the practice of collaboration to online learning;
30. Students will be able to create online collaboration sessions;
31. Students will explore best practices, quality assurance measures and assessment capabilities relative to online learning;
32. Students will explore the value of social media and how to use it to increase their value proposition;
33. Students will understand the process for policy, design and development, revising existing policy and assessing policy;
34. Students will be able to evaluate policy using best practices;
35. Students will be exposed to contemporary policy issues and the impact on the organization;
36. Students will understand the legal requirements of an organization and the role of ensuring compliance with the law;
37. Students will acquire skills to ignite and channel creativity in addressing organizational challenges and opportunities;
38. Students will participate in assessing transformation plans with respect to their meeting the needs of the organization;
39. Students will use their research skills to develop best practices as it relates to the use of innovation in planning and executing on the organization's mission;
40. Students will apply their learning in developing a transformation plan for an organization;
41. Students will examine cultural development theory as it relates to decision-making;
42. Students will examine value-added models with respect to individual and collective efficacy;
43. Students will understand how cultural leadership influences organizational effectiveness; and
44. Students will be able to develop a value-added model for measuring individual and collective efficacy.

## CURRICULUM

<b>Courses</b>	<b>Credit Hours</b>
DEOL 730/731 Organizational Behavior and Theory	6/1
DEOL 732/733 Leadership Theory and Practice	6/1
DEOL 734/735 Ethics, Ideology, and Personal Leadership	6/1
DEOL 736/737 Strategic Leadership and Management of Global Change	6/1
DEOL 738/739 Action Research, Program Evaluation, Data Analysis and Interpretation, and Qualitative Methods	6/1
DEOL 740/741 E-Learning	6/1
DEOL 750/751 Policy Development and Business Law	6/1
DEOL 752/753 Innovation and Transformation	6/1
DEOL 754/755 Contemporary Topics	6/1

## ENGLISH

With Concentrations in Literature Studies, English Education Studies, and Writing Studies

*Literature Studies Coordinator: Dr. Cheryl Duffus*

*English Education Studies Coordinator: Dr. Shana Hartman*

*Writing Studies Coordinator: Dr. Jennifer Buckner*

## MASTER OF ARTS IN ENGLISH (30 HOURS)

The MA English is 30 hours: 24 hours of coursework and six hours of thesis or capstone credit. The MA English degree is fully online and follows a cohort model with a fall start.

### PURPOSE

The MA English program offers three concentrations that reflect the diversity of the discipline and the evolving nature of English studies. With concentrations in literature studies, English education studies, and writing studies, this degree is for students who want professional advancement in areas such as writing, publishing, and teaching at the secondary or college levels. While these concentrations represent different disciplines within the field, the overall program goal is for students to develop a scholarly and professional identity. These goals reflect the growing professional demand for strong skills in communication, analysis, critical thinking, and collaboration. The MA program is 30 hours and all concentrations include a thesis or capstone project.

### ADMISSION REQUIREMENTS

Program-specific admission requirements for full acceptance into the Master of English program are the following.

1. A BA or BS in English or equivalent degree (from the Communications field, for example). Students without a

bachelor's degree in English or substantial undergraduate coursework in English will be evaluated on an individual basis. Typically, 12-15 hours of upper level English coursework are expected to be completed before admission.

2. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
3. No standardized test score is required.
4. Three professional recommendations from persons who can attest to the applicant's academic potential and suitability to pursue an MA in English as well as the student's abilities to complete graduate-level work
5. A clear and well-written 250-word statement of purpose, explaining the student's objectives and purpose for pursuing an MA in English. Please indicate the concentration the student is interested in - literature studies, English education, writing studies.
6. A writing sample of 2000 words or an equivalent body of work that demonstrates the applicant's writing abilities and readiness to engage in graduate-level work. This writing sample might include an in-depth literary analysis, an extensive research piece (e.g., senior thesis) on a topic within English studies, or a portfolio of writing samples from an internship or current work environment.
7. For English education concentration only: Students must be teaching some aspect of the discipline of English in a real-world context in order to complete the requirements of this program. No license is required to be admitted into the program. However, if a student enters the program with the purpose of acquiring graduate or advanced level licensure (e.g. English education concentration), then an initial license is required to be submitted with the application or must be obtained while in the program in order to be recommended for licensure. Graduate students who do not have initial licensure may obtain the degree but not be recommended for the graduate-level license; however, obtaining initial licensure while completing graduate coursework is possible for qualified applicants. Note: Licensure requirements are different from state to state. Students are responsible for obtaining graduate level or advance teaching licensure through their school districts and state. GWU can only provide a recommendation through evidence of coursework, transcripts, record of initial license.

## GOALS

The Master of Arts in English program is designed to meet the following goals:

1. Demonstrate the ability to read, write, and think critically on a professional level according to discipline;
2. Demonstrate discipline-specific research methods; and

3. Demonstrate the ability to carry out and complete a thesis or capstone project that is of publishable quality (specific projects determined in concentrations).

## COURSE REQUIREMENTS

The Master of Arts in English curriculum offers four core courses (nine semester hours) and seven to eight courses in the concentration (15 semester hours coursework and six semester hours thesis or capstone). The core courses build community and foster collaboration among peers as well as provide a foundation for courses within each concentration. The timeline for completion is six semesters (typically two calendar years).

### CORE REQUIREMENTS FOR ALL CONCENTRATIONS (9 SEMESTER HOURS)

Courses	Credit Hours
ENGL 501 Introduction to Graduate English Studies	2
ENGL 502 Seminar in English Studies	1
ENGL 671 Literary Theory	3
ENED 683 Teaching of Writing	3

All concentrations will be required to complete a capstone project (two courses)

## LITERATURE STUDIES COURSES

### COURSE REQUIREMENTS

From the list below: 1) At least one pre -1800 literature course and one post-1800 literature course should be taken. 2) At least one course each of American, British, and World Literature should be taken.

Courses	Credit Hours
ENGL 555 Special Topics	3
ENGL 611 Seminar in British Literature	3
ENGL 612 Selected British Texts - Medieval Period	3
ENGL 613 Shakespeare	3
ENGL 614 Selected British Writers (non-Shakespearean) - Renaissance Period	3
ENGL 615 Selected British Writers - The Long Eighteenth Century	3
ENGL 616 Selected British Writers - Romantic Period	3
ENGL 617 Selected British Writers - Victorian Period	3
ENGL 631 Seminar in American Literature	3
ENGL 634 African-American Literature	3



ENGL 651 Seminar in Global Literature	3
ENGL 654 Mythology	3
ENGL 657 Caribbean Literature	3
ENGL 659 Literature and Colonization	3
ENGL 671 Literary Theory	
ENGL 673 Contemporary Trends in Literature	3
ENGL 675 Young Adult Literature	3
ENGL 690 Literature Studies Prospectus	3
ENGL 691 Literature Studies Thesis	3

ENGL 665 Principles of Editing and Publishing	3
ENGL 669 Seminar in Rhetoric	3

## NURSING

*Dean and Associate Professor: Sharon Starr, Ph.D., R.N.*

*Chair of Graduate Studies and Professor:  
Cindy Miller, Ph.D., R.N.*

## FACULTY

*Professors: J. Carlton*

*Associate Professors: G. Casterline, F. Sparti*

*Assistant Professors: T. Arnold, A. Hamrick, C. Rome, N. Waters*

*Instructor: J. Parker*

## ENGLISH EDUCATION STUDIES COURSES

### COURSE REQUIREMENTS

Courses	Credit Hours
ENGL 681 Seminar in Current Issues and Methods of Teaching English	3
ENGL 675 Young Adult Literature	3
Three Electives from Literature or Writing Studies	9
ENED 690 English Teacher as Researcher: Proposal	3
ENED 691 English Teacher as Researcher: Data Collection	1
ENED 692 English Teacher as Researcher: Analysis	2

## WRITING STUDIES COURSES

### COURSE REQUIREMENTS

Courses	Credit Hours
ENGL 673 Contemporary Trends in Literature	3
ENGL 629 New Media Studies	3
Three Writing Electives	9, see list below
ENGL 692 Prospectus for Writing Studies	3
ENGL 693 Capstone for Writing Studies	3

## WRITING STUDIES ELECTIVES

Courses	Credit Hours
ENGL 621 Texts and Technologies	3
ENGL 625 Visual Rhetoric and Document Design	3
ENGL 629 Seminar in New Media Studies	3
ENGL 661 Professional and Technical Writing	3

## MISSION STATEMENT

The Mission of the Hunt School of Nursing is to enhance the health status of the global community by preparing individuals to practice holistic and professional nursing through the provision of student-centered programs of study for a diverse student population that promote academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

The Master of Science in Nursing Program and the Doctor of Nursing Practice Program are accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326. Phone 404-975-5000, [www.acenursing.org](http://www.acenursing.org)).

## GOALS OF THE HUNT SCHOOL OF NURSING

1. Establish a liberal arts educational environment based on Christian values fostering academic excellence, integrity, and a commitment to lifelong learning;
2. Provide student-centered programs of study based on current national competencies of nursing practice to meet the global health care needs of individuals, groups and communities in which holistic nursing practice, Christian caring, critical thinking, and professionalism are modeled;
3. Engage in partnerships with community health care facilities in the provision of service learning opportunities for students that include patient-centered care, evidence-based practice, and interdisciplinary collaboration; and
4. Graduate a diverse population of students who are prepared to practice patient-centered nursing care that is culturally competent, holistic and professional within the context of a global environment in a manner that influences nursing and health care policy and practice.

# MASTER OF SCIENCE IN NURSING

## INTRODUCTION

The Master of Science in Nursing (MSN) Program offers three tracks of concentrated study: Nursing Administration (36 semester hours), Nursing Education (36 semester hours), and Family Nurse Practitioner (51 semester hours). In addition to these three tracks of study, the MSN program offers the MSN/MBA dual degree and the RN to MSN option.

The Master of Science in Nursing with a concentration in Education is designed to prepare students to become professional educators in an academic or health care setting. The Master of Science in Nursing with a concentration in Administration is offered in collaboration with the Graduate School of Business. This program of study seeks to prepare the professional nurse for leadership roles in health care organizations. The interdisciplinary MSN/MBA dual degree program combines nursing leadership with a working knowledge of business and managerial skills. The Master of Science in Nursing with a concentration in Family Nurse Practitioner is designed to prepare students for the Family Nurse Practitioner certification exam and practice in primary care.

The RN to MSN program is designed to facilitate an accelerated and integrated progression for students enrolled in the RN to BSN Program to the Master of Science in Nursing Program. This program of study allows nurses to apply six hours of graduate course credit to the BSN degree.

The courses in the MSN tracks of study are offered in a logical sequence from the core requirements of theory, issues, research, statistics, and professional role development to courses in the major area of concentration. The MSN Nursing Education, Nursing Administration, and MSN/MBA concentrations culminate in the application of knowledge in a thesis. The MSN Family Nurse Practitioner concentration culminates in a project proposal developed in a residency practicum setting. Post-Master's Nursing Education, Nursing Administration and Family Nurse Practitioner Certificate Programs are also offered.

## ADMISSION REQUIREMENTS FOR MSN NURSING EDUCATION AND NURSING ADMINISTRATION

Application for admission to the MSN Program should be made through the Gayle Bolt Price School of Graduate Studies. Application for admission to the MSN/MBA Program should be made to the School of Graduate Studies and to the Graduate School of Business, and applicants must meet admission requirements of both programs. In order to enroll students from a variety of backgrounds with the greatest

potential for successfully completing the program, the following criteria for acceptance will be used:

1. A Baccalaureate Degree in nursing from a regionally accredited institution with a nationally accredited nursing program;
2. Current unrestricted licensure to practice as a Registered Nurse in the United States;
3. GPA of 2.70 on all undergraduate work;
4. Satisfactory scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) (GRE required for the MSN/MBA Program);
5. Transcripts of all previous college studies;
6. Three Graduate Study Reference Forms;
7. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years;
8. Immunizations as required by the university;
9. Completion of an undergraduate or graduate statistics course with a grade of "C" or better; and
10. RN applicants with a baccalaureate degree in another field may be accepted but must meet additional requirements during the first year of enrollment. The requirements include:

NUR 312 Advanced Health Assessment - for all students.

One of the following based on area concentration:

- NUR 412 Community and Public Health Nursing - for students in the nursing education track OR
- NUR 403 Leadership/Management in Nursing - for students in the nursing administration track.

Students will be admitted provisionally until these course requirements are met. A grade of "C" or better is required in all courses in order to meet requirements.

## ADMISSION REQUIREMENTS FOR THE FAMILY NURSE PRACTITIONER

1. A Baccalaureate Degree in nursing from a regionally accredited institution with a nationally accredited nursing program
2. Current unrestricted licensure to practice as a Registered Nurse in the United States
3. GPA of 3.0 on all undergraduate work
4. Satisfactory scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)
5. Transcripts of all previous college studies
6. Three graduate study reference forms
7. 2 years of full-time active RN practice (a minimum of 2040 hours per year) over the past 3 years with a Statement of Description of work experience
8. Current, official, satisfactory Criminal Background Check

results from the current state of residence and any other state lived in during the past ten years

9. Immunizations as required by the University
10. RN applicants with a baccalaureate degree in another field may be accepted but must meet additional requirements prior to admission. The requirements include completion of an undergraduate or graduate statistics course, nursing health assessment course, and community health course. A grade of "C" or higher must be earned in each course in order to meet requirements.

## MASTER OF SCIENCE IN NURSING STUDENT LEARNING OUTCOMES

Graduates of the Master of Science in Nursing program will

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of nursing care across diverse settings;
2. Demonstrate organizational and systems leadership to promote high quality and safe patient care that emphasizes ethical and critical decision making, effective working relationships, and a systems-perspective;
3. Apply the methods, tools, performance measures, and standards related to quality and quality principles within an organization to promote high quality and safe patient care;
4. Apply research outcomes within the practice setting to resolve practice problems, working as a change agent through dissemination of results;
5. Integrate appropriate technologies for knowledge management to improve healthcare;
6. Intervene at the system level through a policy development process that employs advocacy strategies to influence health and healthcare;
7. Function as a professional member and leader of interprofessional teams through communication, collaboration, and consultation with other health professionals to manage and coordinate care;
8. Synthesize broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations; and
9. Articulate the understanding that master's level nursing practice integrates advanced level understanding and approach to nursing intervention (including both direct and indirect care components) that influences healthcare outcomes for individuals, populations, or systems.

## ACADEMIC CURRICULUM FOR THE NURSING EDUCATION AND NURSING ADMINISTRATION CONCENTRATIONS (36 HOURS)

### A. REQUIRED COMMON CORE

<b>Courses</b>	<b>Credit Hours</b>
NURS 500 Theoretical Basis for Advanced Practice	3
NURS 501 Nursing and Health Care Systems and Issues	3
NURS 502 Methods of Advanced Research	3
NURS 504 Statistical Techniques for Graduate Research	3
NURS 506 Professional Role Development for Advanced Nursing Practice	3

### B. REQUIRED COURSES BY CONCENTRATION

#### NURSING EDUCATION

<b>Courses</b>	<b>Credit Hours</b>
NURS 600 The Nurse Educator	3
NURS 601 Curriculum Theory and Application	3
NURS 602 Instructional and Evaluation Strategies	3

#### NURSING ADMINISTRATION

<b>Courses</b>	<b>Credit Hours</b>
NURS 606 Nursing Economics and Finance	3
NURS 607 Administration of Nursing and Health Care Organizations	3
BADM 641 Health Care Law and Ethics	3

### C. CAPSTONE EXPERIENCE

<b>Courses</b>	<b>Credit Hours</b>
NURS 616 Advanced Nursing Specialty Practicum	6
NURS 610 Thesis	3
NURS 612 Thesis	3

## ACADEMIC CURRICULUM FOR THE FAMILY NURSE PRACTITIONER CONCENTRATION (51 HOURS)

### A. REQUIRED COMMON CORE

<b>Courses</b>	<b>Credit Hours</b>
NFNP 500 Theoretical Basis for Advanced Practice	3
NFNP 501 Nursing and Health Care Systems and Issues	3

NFNP 502 Methods of Advanced Research	3
NFNP 504 Statistical Techniques for Graduate Research	3
NFNP 506 Professional Role Development for Advanced Nursing Practice	3

**B. REQUIRED COURSES FOR CONCENTRATION**

<b>Courses</b>	<b>Credit Hours</b>
NFNP 520 Pathophysiology in Advanced Nursing Practice	3
NFNP 521 Advanced Health Assessment Across the Lifespan	3
NFNP 522 Pharmacology for Advanced Nursing Practice	3
NFNP 620 Primary Health Care of Adults	3
NFNP 621 Primary Health Care of Adults Practicum	4
NFNP 622 Primary Health Care of Women in Families	3
NFNP 623 Primary Health Care of Women in Families Practicum	4
NFNP 624 Primary Health Care of Children in Families	3
NFNP 625 Primary Health Care of Children in Families Practicum	4

**C. CAPSTONE EXPERIENCE**

<b>Courses</b>	<b>Credit Hours</b>
NFNP 626 Nurse Practitioner Role Preparation and Transition	3
NFNP 630 Project	3

**ACADEMIC CURRICULUM FOR THE MSN/MBA CONCENTRATION**

Dual degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the Graduate School of Business, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools, the policies and standards of the appropriate school apply to the respective portion of the dual degree. Candidates for the dual degree must complete the requirements for both degrees prior to graduation.

Should a student choose not to pursue one of the degrees to completion, he or she will be responsible for paying any difference in the per course rate(s) actually charged based on pursuing the dual degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual degree for which the student would not have been eligible based on the selected degree. Additional financial obligations

must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual degree program.

**A. NURSING COMPONENT, IN ADDITION TO THE REQUIRED COMMON CORE**

<b>Courses</b>	<b>Credit Hours</b>
NURS 606 Nursing Economics and Finance	3
NURS 607 Administration of Nursing and Health Care Organizations	3
NURS 616 Advanced Nursing Specialty Practicum	6
NURS 610 Thesis	3
NURS 612 Thesis	3

**B. BUSINESS COURSES**

<b>Courses</b>	<b>Credit Hours</b>
ACCT 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 625 Marketing Management	3
BADM 630 Organizational Behavior	3
BADM 633 Entrepreneurial Management	3
BADM 635 Production Research and Operations Management	3
BADM 640 Business Law and Ethics	3
INTL 650 International Business	3
BADM 690 Strategic Management	3
Electives Restricted to BADM or INTL courses	6

If a person has already completed an MBA degree and wants an MSN/MBA degree he/she must complete the 15 hours of the MSN core, six hours of the Nursing Administration Concentration and 12 hours of the Capstone Experience.

If a person has an MSN degree in Nursing Administration and wants an MSN/MBA degree, he/she must complete 30 hours of the MBA core courses, and an MBA elective course, in addition to the three hours of MBA courses already completed within the MSN program.

**RN TO MSN PROGRAM**

Registered Nurses must be accepted into the BSN Program. Students should notify their BSN academic advisor of their intent to enter the RN to MSN accelerated course of study. Upon approval by the BSN academic advisor, two courses in the MSN curriculum (NURS 500 Theoretical Basis for Advanced Practice and NURS 501 Nursing and Health Care Systems and Issues) will be substituted for two courses in the BSN curriculum (NURS 300 Concepts in Professional Nursing and NURS 303 Trends in Healthcare), respectively. Students will receive the Bachelor of Science in Nursing degree upon completion of the BSN requirements with the substituted courses. Students may then apply to the MSN program to complete the remaining 30 hours of MSN course requirements.



## POST-MASTER'S NURSING CERTIFICATE: ADMINISTRATION, EDUCATION, AND FAMILY NURSE PRACTITIONER

### ADMISSION REQUIREMENTS

1. Current, unrestricted license to practice as a registered nurse in the United States.
2. Official transcripts documenting completion of a master's degree in nursing from an accredited institution.
3. Completed application to the Gayle Bolt Price School of Graduate Studies.

Students will receive academic credit for all courses taken. A grade of B or better is required to receive course credit. A certificate indicating accomplishment of the requirements will be issued upon completion.

### POST-MASTER'S NURSING ADMINISTRATION CERTIFICATE (10 HOURS)

#### PURPOSE

The purpose of the Post-Master's Nursing Administration Certificate is to provide the opportunity for registered nurses currently holding a master's degree in nursing to expand their professional role by gaining specialized knowledge in the area of nursing administration.

Students completing the Post-Master's Nursing Administration Certificate requirements are academically prepared to take a national certification examination for Nurse Executives.

#### COURSE REQUIREMENTS

Courses	Credit Hours
NURS 606 Nursing Economics and Finance	3
NURS 607 Administration of Nursing and Healthcare Organizations	3
BADM 641 Health Care Law and Ethics	3
NURS 616 Advanced Nursing Specialty Practicum	1

### POST-MASTER'S NURSING EDUCATION CERTIFICATE (10 HOURS)

#### PURPOSE

The purpose of the Post-Master's Nursing Education Certificate is to facilitate the education of master's-prepared nurses for roles as nurse educators in an academic or clinical

setting. Students completing the Post-Master's in Nursing Education Certificate requirements are academically prepared to take a national certification examination for Nurse Educators.

### COURSE REQUIREMENTS

Courses	Credit Hours
NURS 600 The Nurse Educator	3
NURS 601 Curriculum Theory and Application	3
NURS 602 Instructional and Evaluation Strategies	3
NURS 616 Advanced Nursing Specialty Practicum	1

### POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE (36 HOURS)

#### PURPOSE

The Purpose of the Post-Master's Family Nurse Practitioner Certificate is to facilitate the education of master's prepared nurses for roles as Family Nurse Practitioners. Students completing the Post-Master's Family Nurse Practitioner Certificate will have the knowledge and clinical experience needed to sit for the Family Nurse Practitioner national certification exam.

#### COURSE REQUIREMENTS

Courses	Credit Hours
NFNP 520 Pathophysiology in Advanced Nursing Practice	3
NFNP 521 Advanced Health Assessment Across the Lifespan	3
NFNP 506 Professional Role Development for Advanced Nursing Practice	3
NFNP 522 Pharmacology for Advanced Nursing Practice	3
NFNP 620 Primary Health Care of Adults	3
NFNP 621 Primary Health Care of Adults Practicum	4
NFNP 622 Primary Health Care of Women in Families	3
NFNP 623 Primary Health Care of Women in Families Practicum	4
NFNP 624 Primary Health Care of Children in Families	3
NFNP 625 Primary Health Care of Children in Families Practicum	4
NFNP 626 Nurse Practitioner Role Preparation and Transition	3

## POST-BACCALAUREATE NURSING EDUCATION CERTIFICATE (10 HOURS)

### PURPOSE

The purpose of the Post-Baccalaureate Nursing Education Certificate is to allow students to meet the North Carolina Board of Nursing requirement for nurse educators teaching in pre-licensure programs. Students completing the Post-Baccalaureate Nursing Education Certificate requirements are academically prepared to take a national certification examination for Nurse Educators.

### ADMISSION REQUIREMENTS

Students must meet all requirements for admission to the Master of Science in Nursing Program. Students will receive academic credit for courses taken with a grade of B or better, which may be applied toward their Master of Science in Nursing Degree.

### COURSE REQUIREMENTS

Courses	Credit Hours
NURS 600 The Nurse Educator	3
NURS 601 Curriculum Theory and Application	3
NURS 602 Instructional and Evaluation Strategies	3
NURS 616 Advanced Nursing Specialty Practicum	1

## DOCTOR OF NURSING PRACTICE (36 HOURS)

### ADMISSION REQUIREMENTS FOR DNP PROGRAM

In order to enroll students from a variety of nursing backgrounds with the greatest potential for successfully completing the program, the following criteria will be used for consideration of acceptance. Program-specific admission requirements are the following:

1. Current unrestricted licensure to practice as a Registered Nurse in the United States (verified online by Graduate Admissions);
2. Cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts;
3. MSN Degree from a regionally accredited institution with a nationally accredited nursing program as evidenced by official graduate transcripts;
4. Certifications in practice area (if applicable);
5. Verification of immunization submitted on provided form
6. Three letters of recommendation (professional and academic) submitted on provided form;
7. Validation of the number of hours of nursing practice

- completed at the post-masters level as verified by employer(s) signature submitted on provided form;\*
8. Validation of the number of hours of nursing practice completed at the post-baccalaureate level as part of a supervised academic program may be submitted on the provided form if additional hours are needed to count toward the requirement of 1000 practicum hours;\*\*
9. Current curriculum vitae;
10. Written essay addressing goals related to doctoral education in nursing, including description of a practice project interest; and
11. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years.

The most highly qualified applicants will be invited to participate in interviews with the Hunt School of Nursing Admissions Committee. Applicant folders must be complete for consideration.

\*Hours in supervised practice completed post-masters are counted toward the requirement of 1,000 practicum hours for completion of the DNP degree. Supervised practice hours in a clinical or administrative position are calculated as 30 hours of practice for each 40 hour work week. Supervised practice hours in academia are calculated as 30 hours per week (Fall and Spring are considered to be 15-week semesters and Summer is considered to be a 10-week semester). A minimum of 400 practicum hours must be completed while enrolled in the DNP Program.

\*\*Hours in practicum or clinical completed post-baccalaureate as part of a supervised academic program are counted toward the requirement of 1,000 practicum hours for completion of the DNP degree. A minimum of 400 practicum hours must be completed while enrolled in the DNP Program.

### STUDENT LEARNING OUTCOMES

Graduates of the post-masters Doctor of Nursing Practice Program will

1. Utilize scientific and theoretical knowledge from nursing and other disciplines to develop new practice approaches reflective of the highest level of nursing practice;
2. Develop care delivery approaches at the institutional, local, state, federal, and/or international level based on knowledge of the principles of business, finance, economics, and healthcare policy to improve healthcare outcomes for patient populations;
3. Incorporate information technology within practice and healthcare and education systems to improve healthcare outcomes;
4. Lead healthcare teams to create change in healthcare and complex healthcare delivery systems; and
5. Develop programmatic interventions to address health promotion/disease prevention efforts, improve health

status or access patterns, and/or address gaps in care of individuals, aggregates, or populations based on the analysis of epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate and population health.

# PHYSICIAN ASSISTANT STUDIES

## FACULTY

*Dean and Program Director: L. Herman*

*Medical Director: R. Keever*

*Director of Didactic Education: N. Winker*

*Director of Clinical Education: H. Deibler*

*Professor: L. Herman, Dean and Program Director*

*Associate Professors: C. Ciesielski, R. Keever*

*Assistant Professors: H. Deibler, A. Kernicky, T. Martin*

*Assistant Professor and Principal Faculty: B. Young*

*Visiting Faculty: A. Harrill*

## ACADEMIC CURRICULUM

### CORE MODULE

<b>Courses</b>	<b>Credit Hours</b>
NURS 700 Theoretical and Conceptual Foundation for Advanced Nursing Practice	3
NURS 702 Nursing Inquiry for Evidence-Based Practice	3
NURS 703 Advanced Statistics: Multivariate Analysis	3
NURS 704 Leadership in Development and Analysis of Health Care Policy	3
NURS 705 Theoretical Foundations of Nursing Informatics	3
NURS 708 Epidemiology and Disease Control	3

### LEADERSHIP MODULE

#### MANAGEMENT AND LEADERSHIP SPECIALTY

<b>Courses</b>	<b>Credit Hours</b>
NURS 710 Advanced Healthcare Economics and Finance	3
NURS 715 Management/Leadership in Advanced Nursing Practice	3

OR

#### EDUCATION SPECIALTY\*

<b>Courses</b>	<b>Credit Hours</b>
NURS 707 Advanced Curriculum Theory and Development in Nursing	3
NURS 715 Management Leadership in Advanced Nursing Practice	3

### CAPSTONE MODULE

<b>Courses</b>	<b>Credit Hours</b>
NURS 711 Professional Internship/Practice Immersion Experience	6
NURS 712 Capstone Project	6

\*Students admitted to the Education Specialty without 9 semester hours of Nursing Education courses or five years of experience in Nursing Education must take NURS 600 or NURS 602.

## MISSION STATEMENT

The Physician Assistant Studies Program exists to develop knowledgeable and caring Physician Assistants who practice competent patient-centered primary care in diverse environments.

## PROGRAM OVERVIEW (116 HOURS)

The Gardner-Webb University (GWU) Physician Assistant (PA) Studies program is 28 continuous months in length and grants a Master of Physician Assistant Studies (MPAS) degree. The PA program is designed to prepare graduates to become competent and dedicated professionals in the delivery of health services throughout North Carolina and beyond. The first 16 months of the curriculum is based on course instruction provided at the Gardner-Webb University College of Health Sciences (CHS). The subsequent 12 months of the program places students in supervised clinical practice rotations located in diverse geographical areas and returns them to campus for intermittent scheduled meetings throughout the year.

To fulfill the faith-based goals of Gardner-Webb University, each student will have at least one clinical rotation in an underserved community in the United States or abroad.

Upon graduation, students will earn a Master of Physician Assistant Studies (MPAS) and be eligible to sit for the Physician Assistant National Certifying Exam (PANCE).

## PROGRAM ACCREDITATION

Gardner-Webb University has received accreditation from the Southern Association of Colleges and Schools- Commission on Colleges (SACS-COC) and provisional accreditation from the Accreditation Review Commission on Education for the

Physician Assistant (ARC-PA). Provisional accreditation is an accreditation status granted for a limited, defined period of time to a new program that has demonstrated its preparedness to initiate a program in accordance with the Standards.

## ADMISSION REQUIREMENTS

Gardner-Webb University will begin accepting applications for a new cohort in April via CASPA. Submitted applications will be evaluated in the following areas: Overall Academic Strength, Science Aptitude, Graduate Record Evaluation (GRE), Letters of Recommendation, Health Care Experience, Physician Assistant Shadowing, and Potential for Mission Match.

The deadline for submitting applications is October 1, 2015.

### ACADEMIC STRENGTH

Evaluation of academic strength is largely based upon transcripts including course selection, semester load, and cumulative GPA. A Bachelor's Degree from a US regionally accredited institution is required and the minimum acceptable overall GPA is 3.0.

### SCIENCE APTITUDE

Each applicant must have completed the following required courses in:

Human anatomy and physiology with lab (two semesters or three quarters);

General biology with lab (one semester or two quarters);

Additional biology with lab (one semester or two quarters);

Microbiology with lab (one semester or two quarters);

General chemistry with lab (one semester or two quarters);

Additional chemistry with lab (one semester or two quarters);

Organic chemistry with lab (one semester or two quarters);

Statistics (one course);

Psychology (one course); and

Medical terminology.

The GPA for each of these required courses must be a 2.7 or higher (equal to a B- or higher).

## COURSEWORK NOTES

Bachelor's degree must come from a US accredited institution with a 3.0 cumulative G.P.A. minimum.

Prerequisites must be taken at a US accredited institution and each course must meet a minimum 2.7 G.P.A. requirement.

Online lab courses are not accepted.

It is preferred that all prerequisite courses are taken within the last seven years. If courses are older than that, refreshing them is recommended.

Students are encouraged to have taken anatomy and physiology within two years of the program application date; however, this is not a requirement.

All prerequisite work for an earned bachelor's degree must come from U.S. accredited institutions. In addition, Gardner-Webb University requires students to submit a foreign transcript evaluation for any coursework completed through non-U.S. institutions. This requirement does not apply for study-abroad credits earned through U.S. institutions.

Applicants with up to two remaining prerequisites may apply provided they complete each with a 2.7 or higher G.P.A. before the first day of September (official transcripts must be received at Gardner-Webb University by October 1 or a selected candidate will relinquish their seat).

Survey courses (usually 100 or 101) will not meet the prerequisite course requirements.

Animal or Mammalian Anatomy and Physiology courses are not accepted.

Military applicants may have met prerequisite course requirements in their training. For example, USAF Pararescueman training includes 12 SH of Emergency Medicine, 4 SH of Anatomy and Physiology, and 3 SH of Psychology. The decision to accept or decline military training as meeting a prerequisite is at the discretion of the PA program director. Since no letter grade is provided in these courses, they will be accepted when successful completion can be proven (DD214 verification).

Prerequisites met via Advanced Placement credit (college equivalent courses taken in high school) where no letter grade is provided will be accepted based on pass/fail criteria. Transcripts must show a pass grade was met.



Courses can be taken at any regionally accredited institution, including community colleges. It is preferred that all prerequisite courses be taken at a four-year institution.

The PA program does not accept College Level Examination Program (CLEP) credit or credit by examination for any prerequisite requirements.

### **GRADUATE RECORD EXAMINATION (GRE)**

The GRE is required and must be taken within the last five years. Gardner-Webb University Physician Assistant Studies CASPA GRE code is 3648. The score will be weighted but no minimal score is required.

### **LETTERS OF RECOMMENDATION**

Each applicant will be required to provide three professional or academic letters of recommendation. Preference is given to applicants who have at least one reference from a healthcare professional. The references provide an external perspective of an applicant's ability to succeed.

### **BACKGROUND CHECK**

Background checks will be administered by Certified Background through CASPA if an applicant is invited for an interview and prior to an acceptance decision. Thereafter students may be required by clinical sites to undergo repeat criminal background checks prior to beginning clinical rotations. Students are responsible for all expenses related to meeting student health requirements and background documentation. Applicants accepted into the GWU PA Program who answered "no" to questions relating to criminal background in their CASPA application and found to have a subsequent positive criminal background check are likely to be dismissed from the program on the basis of misrepresentation. In the event of a reported incident, a determination about the applicant's/student's continued progress in the academic program will be made by Gardner-Webb University in accordance with university procedures. Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards. Clinical rotation sites may not permit participation in the clinical experience. This should be considered seriously by the candidate prior to application and matriculation. Applicants are advised that results of criminal background checks and other required background screening will be released to third parties involved in their clinical education. Criminal offenses incurring after the student matriculates may result in the student's dismissal from the program; if this occurs, tuition and fees will not be refunded.

### **HEALTH CARE EXPERIENCE**

Although no minimum hours are required, the program places importance on health care familiarity and evaluates the quality and quantity of an applicant's experience with direct "hands on" patient health care. Shadowing experience, although highly valued, does not count toward the total number of hours. Health care experience will be evaluated based on the type of experience and the number of hours specifically related to working with more acutely ill or injured patients in a hospital or clinical setting.

Applicants are encouraged to be very detailed in their description of health care positions in their CASPA application.

### **HEALTH CARE EXPERIENCE – RATED BY TYPE OF EXPERIENCE**

**Low** - Volunteering at marathons, blood donor clinics, fundraising for medical causes, after-school programs, coaching, church reader, meals-on-wheels, research technician, lab-based researcher, unit secretary, ward clerk, medical scribe, translator, peer educator, reader or other non-medical work in waiting room or other medical setting.

**Medium** - Medical lab technician, medical technologist, nurse's aide, patient care assistant, phlebotomist, PT assistant, optometry technician, radiology technician, emergency room technician, surgical technician, and registered nutritionist/dietician.

**High** - Medical assistant, PT, RT, OT, MSW, EMT, LPN, chiropractor, RN, CNA, medic or corpsman, paramedic, OD, athletic trainer, audiologist, exercise physiologist, and foreign medical graduate.

### **PHYSICIAN ASSISTANT SHADOWING**

The number of hours shadowing a Physician Assistant will be evaluated.

### **VOLUNTEERISM**

The GWU PA selection committee will evaluate all volunteerism (medical or humanitarian mission, volunteer work in community, etc.) and applies a preference multiplier to applicants with a long history of service. Please be specific in describing your volunteer activities.

### **POTENTIAL FOR MISSION MATCH**

**Fair** - Limited volunteer work (under 100 hours) in areas such as soup kitchens, Big Brother/Big Sister, Special Olympics, church events, etc.

**Good** - Over 100 hours of volunteer work as above plus one mission to underserved site in the US or abroad

**Excellent** - Over 100 hours of volunteer work plus two or more missions to remote underserved sites in the US or abroad.

### TOEFL REQUIREMENT

An applicant whose native language is not English and who does not have a full year (two semesters) of composition or its equivalent in English studies must demonstrate skills in English understanding and use. Recent scores on the Test of English and Foreign Language (TOEFL) normally suffice. TOEFL scores should be submitted with the CASPA application. Satisfactory scores are based on the testing format and include:

Internet-based TOEFL: Score of 100 with a minimum score of 20 on each section.

A total score of 600 on the paper TOEFL, with a score of 55 on the Listening Comprehension.

A total score of 250 on the computer-based TOEFL.

A level 112 from the ELS Language Centers or other recognized evidence may be considered satisfactory, pending the Admissions Committee approval.

*For selected candidates, interviews will begin in June and seats will be offered using a rolling admission process.*

### TECHNICAL STANDARDS REQUIREMENT

Students admitted to the Gardner-Webb University Physician Assistant Studies Program must possess the capacity to complete the entire curriculum in order to attain the Master of Physician Assistant Studies degree. The curriculum requires demonstrated abilities in (1) observation, (2) communication, (3) motor, (4) intellectual, and (5) behavioral and social skills. Therefore, all students admitted to the Physician Assistant Studies Program must possess these attributes. If you have any questions regarding these standards or your ability to meet these standards, you should contact the Program Director.

**1. Observation** The candidate must be able to:

Observe demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states

Observe a patient accurately at a distance and close at hand

Use the sense of vision, hearing, sensation, and smell as part of the observation process.

**2. Communication** A candidate should be able to:

Communicate effectively and sensitively with patients and families

Communicate effectively and efficiently in oral and written forms with all members of the healthcare team

Be able to speak, hear, and observe patients in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity, and posture

Utilize speech, reading, writing, and computers as part of the communication process. In addition, candidates must possess the skills necessary to communicate effectively in small and large group discussions.

**3. Motor** Candidates must have sufficient motor skills and coordination to:

Execute the movement required to provide patient care such as palpation, auscultation, percussion, and other diagnostic maneuvers

Execute movements required to provide general care and emergency treatment to patients. These skills require coordination of gross and fine muscle movement, equilibrium, and sensation.

Manipulate equipment and instruments necessary to perform basic laboratory tests and procedures required to attain curricular goals (e.g. needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel)

Transport instruments and equipment from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.

**4. Intellectual-Conceptual, Integrative and Quantitative Abilities: Candidates must be able to**

Comprehend three-dimensional relationships and the spatial relationship of structures

Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame. This information will be presented in a variety of educational settings, including lectures, small group discussions, and individual clinical settings.

Analyze, integrate, and apply information appropriately for problem solving and decision-making.

**5. Behavioral and Social Attributes** Candidates must have:

Emotional health, maturity, sensitivity, intellectual ability, and good judgment needed to complete all responsibilities associated with the diagnosis and care of patients

The ability to tolerate physical, mental, and emotional stress associated with training and the profession

Qualities of adaptability, flexibility and be able to function in the face of uncertainty

A high level of compassion for others, motivation to serve, integrity, and a consciousness of social values

Sufficient interpersonal skills to interact positively with people from all levels of society, all ethnic backgrounds, and all belief systems

The ability to accept criticism and respond by appropriate modification of behavior.

Admission decisions are made on the assumption that each candidate can meet the technical standards without consideration of disability. Candidates accepted for admission to the Physician Assistant program will be required to verify that they understand and can meet these technical standards. The University reserves the right of final determination for applicants requesting accommodations to meet the program's technical standards. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety, or the educational process of the student or the institution, including all coursework and internships deemed essential for graduation. The Physician Assistant program will work jointly with the NOEL Center for Disability Resources to determine what accommodations are suitable or possible in terms of reasonable accommodation and will render the person capable of performing all essential functions established by the program. In the event an applicant is unable to independently, with or without reasonable accommodation, fulfill these technical standards prior to or any time after admission, the student will not be permitted to enter or progress within the program.

## PROGRAM EXPECTATIONS

Due to the intensity and high standards of the program, it is advisable that students remain prepared and focused as they progress through the curriculum. Students are strongly discouraged from seeking or maintaining employment while enrolled in the program. If a PA student chooses to work during the program, it is his/her responsibility to ensure that employment does not interfere with or hinder academic progress. Program expectations, assignments, deadlines, examinations and other student responsibilities will not be altered or adjusted to accommodate a working student. Students are also advised to take full advantage of academic and other support services available to them during their enrollment. It is expected that students will quickly become independent learners, managing their time and multiple responsibilities to effectively complete their coursework. It is

the responsibility of the student to problem solve, question what they do not understand, and handle conflict with respect and maturity.

## STUDENT LEARNING OUTCOMES

Obtain and record a complete and accurate medical history and perform a complete or problem-focused physical examination from any patient in any setting.

Interpret and synthesize the information derived from the history, physical examination and other patient related data to guide the formulation of a thorough differential diagnosis

Order, perform and interpret appropriate diagnostic procedures and laboratory tests based upon the findings from the medical history and physical examination; identify, discuss, perform, and order appropriate therapy and treatment modalities for the management of commonly occurring primary care entities; recognize life-threatening conditions.

Clearly and effectively communicate with patients, their families, and other medical personnel in a professional manner; demonstrate knowledge of the impact that health problems have on the individual and family members and will develop an attitude of professional concern for each patient.

Utilize critical thinking skills through the use of evidence-based medicine; articulate the unique role of the physician assistant in the medical team; possess a working knowledge of the American health care delivery system.

Exhibit ethical behavior and professional conduct.

## ACADEMIC CURRICULUM

### SPRING SEMESTER - YEAR ONE (DIDACTIC)

Courses	Credit Hours
MPAS 504 Applied Human Anatomy	4
MPAS 506 Medical Physiology	3
MPAS 508 History and Physical Exam	3
MPAS 510 Mechanisms of Disease	3
MPAS 512 Clinical Pharmacology	3

### SUMMER SEMESTER - YEAR ONE (DIDACTIC)

Courses	Credit Hours
MPAS 521 Patient Centered Care I	2
MPAS 531 Professional Development I	1
MPAS 540 Physician Assistant Medicine I	10
MPAS 580 Operating Room and Minor Surgery 3	

### FALL SEMESTER - YEAR ONE (DIDACTIC)

Courses	Credit Hours
MPAS 523 Patient Centered Care II	2

MPAS 550 Physician Assistant Medicine II	17
MPAS 571 Special Populations/Geriatrics	1

### SPRING SEMESTER - YEAR TWO (DIDACTIC)

Courses	Credit Hours
MPAS 533 Professional Development II	1
MPAS 560 Physician Assistant Medicine III	11
MPAS 590 Emergency Medicine	2
MPAS 599 Pre-Clinical Seminar	1

### CLINICAL YEAR (SUMMER SEMESTER - YEAR TWO, FALL SEMESTER - YEAR TWO, AND SPRING SEMESTER - YEAR THREE)

Courses	Credit Hours
PAS 620 Family Medicine - 6 Weeks	6
PAS 622 Internal Medicine - 6 Weeks	6
PAS 624 Pediatrics - 3 Weeks	3
PAS 626 Women's Health - 3 Weeks	3
PAS 628 Emergency Medicine - 6 Weeks	6
PAS 630 General Surgery - 6 Weeks	6
PAS 632 Mental Health - 3 Weeks	3
PAS 636 Underserved Population/Area- 3 Weeks	3
PAS 638 Elective - 6 Weeks	6
PAS 640 Professional Development Clinical I	1 (Summer)
PAS 642 Professional Development Clinical II	1 (Fall)
PAS 644 Professional Development Clinical III	1 (Spring)
PAS 652 Summative Evaluation - Rotation Assessment Days II	0 (Fall)
PAS 654 Summative Evaluation	1 (Spring)

## RELIGION (36 HOURS)

### FACULTY

*Chair: Professor E. Stepp*

*Professors: D. Berry, K. Blevins, P. Hildreth, P. Qualls, S. Shauf*

*Associate Professors: J. Collins*

*Instructors: A. Sieges*

*Coordinator: Dr. Kent Blevins*

### MISSION STATEMENT

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

## GENERAL INFORMATION

The M.A. in Religion is a thirty-six (36) semester-hour program.

Eighteen (18) hours are taken from a common core offered by the Department of Religion Studies and Philosophy.

Twelve (12) hours are selected from one of three concentrations:

1. Religious Studies Concentration – Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.
2. Biblical Studies/Languages Concentration – Students will take the following four courses:
  - a. Advanced Hebrew Exegesis Seminar
  - b. Advanced Greek Exegesis Seminar
  - c. Old Testament Seminar
  - d. New Testament Seminar
3. Out-of-Department Concentration – Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

Six (6) hours are selected from one of two tracks: the research track (a research seminar and thesis) or the teaching track (a pedagogy course and an internship in university teaching).

The six-hour Advanced Research Track is encouraged for those individuals who are giving serious consideration to pursuing Ph.D. studies. The student is enrolled in RELI 695: Thesis for two semesters (or more if additional time is needed to complete the Thesis). The first semester is focused on research and producing a 6-10 page Thesis Prospectus. In the second semester, the students will work toward the completion of an 80-120 page Thesis.

The six-hour Teaching Track is encouraged for those individuals who are interested in teaching, whether in a high school or college setting. The student will enroll in RELI 685: Religious Instruction Seminar, a course in pedagogical methods, and RELI 690: Graduate Internship, a course that provides an opportunity for supervised classroom instruction where the student works alongside a departmental professor in either an Old Testament Survey or New Testament Survey class.

At the conclusion of the first 30 hours of the program, students will take comprehensive exams covering their coursework. Satisfactory completion of exams is required before commencing the last six hours of the program in either the Advanced Research Track or the Teaching Track.



## PURPOSE

The purpose of the program is the academic study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting Ph.D. entrance requirements;
2. College teaching on the freshman and sophomore levels; and
3. Teaching in private schools

## ADMISSION REQUIREMENTS

Application for admission to the Master of Arts in Religion Program is made through the Gardner-Webb University Office of Graduate Admissions. The following criteria will be used for consideration acceptance:

1. Minimum GPA of 2.7;
2. GRE or MAT Scores;
3. Research Writing Sample;
4. Official Transcripts;
5. Three Professional References; and
6. Admission Interview.

Applicants for admission to the Master of Arts in Religion Program with a concentration in Biblical Studies/Languages will be required to demonstrate proficiency in Greek and Hebrew.

## GOALS

The Master of Arts in Religion program is designed to meet the following goals:

1. Graduate students will develop the research and writing skills essential for scholars in the field of religious studies;
2. Graduate students will become conversant on the philosophical assumptions, classical and modern theories, and current research in the field of religious studies; and
3. Graduate students will demonstrate proficiency in expressing scholarly ideas through either a written thesis or a supervised teaching experience.

## COURSE REQUIREMENTS

### COMMON CORE (18 HOURS)

Courses	Credit Hours
RELI 600 Research Seminar	3
RELI 605 Biblical Studies Seminar	3
RELI 640 Theological Studies Seminar	3
RELI 660 World Religions Seminar	3

RELI 680 Literature and Religion Seminar	3
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### ONE OF THE FOLLOWING THREE COURSES

Courses	Credit Hours
RELI 630 Historical Studies Seminar	3
RELI 650 Philosophy of Religion Seminar	3
RELI 670 Psychology of Religion Seminar	3

### RESEARCH OR TEACHING TRACK (6 HOURS)

Courses	Credit Hours
<b>ADVANCED RESEARCH TRACK</b>	
RELI 695 Thesis	6

OR

### TEACHING TRACK

RELI 685 Religious Instruction Seminar	3
RELI 690 Graduate Internship	3

### CONCENTRATIONS (12 HOURS)\*

Courses	Credit Hours
<b>RELIGIOUS STUDIES CONCENTRATION</b>	

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.

OR

### BIBLICAL STUDIES/LANGUAGES WITHIN THE DEPARTMENT

RELI 610 Advanced Hebrew Exegesis Seminar	3
RELI 620 Advanced Greek Exegesis Seminar	3
RELI 615 Old Testament Seminar	3
RELI 625 New Testament Seminar	3

OR

### OUT OF DEPARTMENT CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

## EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their course work. Students in the thesis track must pass a successful oral defense of their thesis. Students in the teaching track must pass a successful written or oral defense of their internship.

## M. DIV./M.A. IN RELIGION DEGREE

Gardner-Webb offers a combined M.Div./M.A. in Religion degree. For details about this degree and for the policy on dual degree programs, see the Master of Divinity section of the catalog.

Dual degree students must apply to the School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

## SPORT PEDAGOGY (30 HOURS)

*Chair: Professor K. Baker*

*Program Coordinator: Professor D. Ware*

*Associate Professor: S. Snyder*

*Assistant Professor: D. Granniss*

## MISSION STATEMENT

Within the context of a Christian liberal arts education, the mission of the Department of Health, Sport, and Physical Education is to promote the understanding, the appreciation, and the advocacy of healthy, physically-active lifestyles; and to academically prepare student for relevant position of instruction, leadership and service.

The mission of the Sport Pedagogy program is to academically prepare students for success in the discipline of sport pedagogy, while consistently placing emphasis on leadership, faith, and service.

The program is designed to assist in the advanced preparation of individuals who are involved with sport and fitness-related endeavors. These fields of endeavors may include physical education programs, coaching environments, fitness centers, sport clubs, and other physical-activity settings. The development of skills will be accomplished through coursework, research, and pedagogical experience. Students will benefit from a synthesis of current and applicable information derived from both theory and practice.

The Sport Pedagogy program, which can be completed entirely online, includes thirty semester hours in five components: methodology, science, socio-culture, administration, and elective. The primary focus of the program is instructional expertise in sport-related settings. The elective component of the program consists of six hours of additional subject area work.

This program does not include recommendation for graduate-level NC teaching licensure.

## ADMISSION REQUIREMENTS

Program-specific requirements for full admission are the following.

1. A cumulative GPA of 2.5 or better on all previous academic work beyond high school
2. A satisfactory score on the Graduate Record Exam or the Miller Analogies Test
3. Students without undergraduate coursework in teaching methodology and exercise science/physiology will be required to take pre-approved undergraduate courses in these areas prior to full admission.

A student must normally enroll in only SPED 600 during the first fall semester of enrollment. Enrollment in an additional course during the first fall semester of enrollment requires approval from the program coordinator.

Integrating Christian values, concepts, and ideas, the Master of Arts in Sport Pedagogy is designed to meet the following goals

1. Provide in-depth study in a carefully selected curriculum specifically intended to foster the development of individual potential for becoming optimally effective in their chosen professions;
2. Provide advanced preparation for ethical leadership in sport pedagogy;
3. Develop the skills essential for the research of various aspects of sport pedagogy;
4. Develop the capacity to interpret and then apply the findings of research to actual practices;
5. Develop skills and understanding of the numerous teaching styles used in effective instruction; and
6. Foster a responsibility to make positive change in the student's chosen profession and the global community.

## STUDENT LEARNING OUTCOMES

1. Students will be able to develop, discuss and defend a comprehensive plan for risk prevention and management implementing key cases, concepts and laws.
2. Students will demonstrate a balanced understanding of social issues in sport and physical activity and discuss using biblical, moral and ethical reasoning.
3. Students will be advocates for the responsible inclusion of a diverse group of participants within their career settings.
4. Students will be competent in the identification of a variety of instructional techniques and strategies suitable for their career settings.
5. Students will be knowledgeable in the use, consumption, and application of formal research methodologies.

6. Students will critically identify and evaluate administrative practices within their chosen careers with regard to topics such as time management, goal setting, and decision making.
7. Students will demonstrate an in-depth understanding of select wellness related topics relevant to today's society.
8. Students will be knowledgeable in physiological concepts related to the training and conditioning of athletes in the areas of developing muscular fitness, cardiovascular endurance, speed, agility and flexibility.

SPED 612 Leadership and Ethics in Sport Pedagogy	3
SPED 613 Coaching Theory	3
SPED 555 Special Topics	3

During the final semester of enrollment the student must pass a written comprehensive examination, based on the cumulative coursework.

## COURSE REQUIREMENTS

The student must complete each of the following eight courses

<b>Courses</b>	<b>Credit Hours</b>
SPED 600 Research in Sport Pedagogy	3
SPED 601 Instructional Strategies	3
SPED 602 Scientific Principles of Human Performance	3
SPED 603 Contemporary Concepts of Wellness	3
SPED 604 Sport in Society	3
SPED 605 Sport and Physical Education for Diverse Populations	3
SPED 606 Sport and Physical Education Administration	3
SPED 607 Legal Issues of Sport and Physical Education	3

The student must also complete any two of the following elective courses:

SPED 608 Psychology of Sport	3
SPED 609 Supervision and Evaluation of Instruction	3
SPED 610 Theories of Motor Development	3
SPED 611 Physical Education Seminar	3

# SCHOOL OF DIVINITY

## FACULTY

*Robert W. Canoy, Dean, Professor of Christian Theology*

*Gerald L. Keown, Associate Dean, Bob D. Shepherd Professor of Biblical Studies*

*Danny M. West, Director of the Doctor of Ministry Program and Ministry Referral*

*Sheryl Ann Dawson Adams, Professor of Theology and Church History*

*Douglas M. Dickens, W. Randall Lolley Professor of Pastoral Studies*

*Sophia Gomes Steibel, Professor of Christian Education and Formation*

*Tereso C. Casiño, Professor of Missiology and Intercultural Studies*

*Steven R. Harmon, Visiting Associate Professor of Historical Theology*

*Hebert Palomino, Associate Professor of Pastoral Care and Counseling*

*W. Calhoun Robertson, Associate Professor of Biblical Studies*

*James R. McConnell, Jr., Assistant Professor of New Testament Interpretation*

*Joseph Caldwell, Assistant Professor of Pastoral Ministries*

*Mary Thompson, Theological Librarian*

## ADJUNCTIVE FACULTY

*Scott E. Shauf, Associate Professor of Religious Studies*

*Allison E. Benfield, Adjunct Professor of Christian Education*

## INTRODUCTION TO THE SCHOOL OF DIVINITY

On October 22, 1992, the Board of Trustees unanimously approved the establishment of the Gardner-Webb University Divinity School, believing that such an action was an appropriate response for Gardner-Webb University given the needs of the denomination, the changes in theological education, the heritage of the University, and the strength of

the University's support. On October 23, 1998, the University's Board of Trustees named the School the M. Christopher White School of Divinity in honor of the University's president.

The School of Divinity, one of five schools offering graduate degrees within the academic program of Gardner-Webb University, has close ties to the Baptist State Convention of North Carolina, the Cooperative Baptist Fellowship, and the Cooperative Baptist Fellowship of North Carolina.

## SCHOOL OF DIVINITY MISSION

The School of Divinity as an academic unit of Gardner-Webb University is Baptist in origin and commitment, ecumenical in outlook, and has as its mission the preparation of persons for Christian ministries. To achieve this end, the School of Divinity offers courses of study in which, under the leadership of dedicated and competent teachers, students engage in the study of and reflection upon the data, meaning, and implications of the Christian faith, beginning at its biblical base; enter into thoughtful and critical assessments of church history and theology; become involved in the process of spiritual formation personally, socially, and vocationally; and participate in the study and practice of various expressions of Christian mission and ministry.

## DOCTRINAL STATEMENT

The M. Christopher White School of Divinity at Gardner-Webb University is founded upon the affirmation of ultimate commitment and loyalty to the God disclosed most fully and completely in the person and work of Jesus Christ. The School of Divinity stands in the mainstream of the Baptist tradition within Christian heritage. The hallmark of Baptist faith commitment is the centrality and authority of the Bible in matters of faith.

The faculty of the M. Christopher White School of Divinity affirms the centrality of the Bible to the mission of the School by the symbolic placement of a commemorative copy of the sacred Scriptures in the School with the names of all faculty inscribed therein. In so doing, the faculty bears witness to their commitment that the Scriptures constitute the final authority in matters of faith.

## PITTMAN CENTER FOR CONGREGATIONAL ENRICHMENT

In 1999 the University launched the Center for Congregational Enrichment as an auxiliary of the School of Divinity. In the fall of 2004, the Center was renamed the



James and Gaynell Pittman Center for Congregational Enrichment. The Pittman Center's purpose is to address the need for competent leadership in the local church by providing quality religious educational opportunities for laity and continuing education for clergy who are not enrolled as degree-seeking students in the School of Divinity. The Pittman Center offers classes, seminars, and conferences on the Gardner-Webb University campus and at various off-campus sites.

## **THE C.O. AND ELIZA GREENE LECTURESHIP**

The C.O. and Eliza Greene Endowed Lectureship was established in 1993 in honor of the Reverend and Mrs. C.O. Greene of Lawndale, North Carolina. The Reverend Greene served for approximately fourteen years as Director of Missions for the Kings Mountain Baptist Association. Prior to that ministry, he served as pastor of four churches in Cleveland County and of two other churches in North Carolina. The lectureship, administered by the School's Center for Congregational Enrichment and funded by family members, friends, and members of churches where the Reverend Greene served as pastor, was established to preserve the legacy of excellence in pastoral ministry which characterized his ministry. The lectureship addresses various dimensions of pastoral ministry.

## **THE DANIEL E. GOODMAN ACADEMIC RESEARCH AWARD**

This award assists a student presenting a paper at a meeting such as the National Association of Baptist Professors of Religion, the regional meeting of the American Academy of Religion and Society of Biblical Literature, or another scholarly guild. It may be presented annually to a student who is recommended by any faculty member of the School of Divinity and approved by the full faculty.

## **CHAPEL AND FORMATIONS**

Chapel is provided by faculty, students, and staff working together to plan regular worship experiences. Formations is a small group experience led by a faculty member within the context of spiritual formation (DSSF) classes. As the name Formations suggests, relevant issues of ministerial formation are addressed.

## **BIBLELAND STUDY**

Believing that travel and study in the lands of Israel, Greece and Turkey greatly enhance the study and future ministry of School of Divinity students, the University provides substantial financial support for qualified students to participate. For details contact the Dean of the School of Divinity.

## **FOREIGN MISSIONS OPPORTUNITY**

A goal of the School of Divinity is to assist each student with an opportunity to participate in an international mission/study experience under the leadership of qualified supervisors. In order to facilitate these experiences the School of Divinity is establishing formal relationships with Baptist seminaries around the world.

## **THE SCHOOL OF DIVINITY SETTING**

Students in the School of Divinity will find that the University setting affords them many advantages such as NCAA Division I athletic events, concerts and dramatic productions. In addition, the University sponsors the Concert of Prayer and the Staley Lecture Series.

Recreational facilities including the Suttle Wellness Center, weight room, indoor and outdoor jogging tracks, basketball courts, tennis courts, racquetball courts, and swimming pool are open to all School of Divinity students. Admission to University athletic and cultural events is provided through student identification cards.

## **STUDENT ASSOCIATION**

All students who are enrolled in graduate studies in the School of Divinity at Gardner-Webb University are members of the Student Association. The mission of the Student Association is to work in cooperation with the faculty and administration of the School of Divinity of Gardner-Webb University to develop and promote excellence in ministry education, innovation, and pace setting leadership in the Christian community in which all these students serve.

## **ACADEMIC POLICIES**

### **RESIDENCY REQUIREMENTS**

A minimum of thirty-six (36) hours of credit toward the M.Div. degree must be earned in the School of Divinity at Gardner-Webb University. These hours are exclusive of any hours gained through testing for Credit by Examination. The final twenty-four (24) hours must be earned consecutively at Gardner-Webb University unless the student obtains permission from the Associate Dean of the School of Divinity.

### **ACADEMIC LOAD**

A minimum full-time course load for M.Div. degree students is nine hours per semester. The maximum course load for M.Div. degree students is eighteen hours per semester. A class load of more than fifteen hours per semester must be approved by the student's faculty mentor. It is suggested that new students restrict their class loads to nine to twelve hours in the initial semester.

The definition of a full-time load is made for those students requiring certification of full-time status for participation in insurance programs, the receipt of veteran's benefits, or the regulations of U.S. Immigration. Students enrolled full time are eligible to apply for various financial aid packages. The students should consult with the Financial Planning office regarding the availability of financial aid.

## TRANSFER OF CREDIT

Graduate-level credits earned in institutions accredited by the Association of Theological Schools in the United States and Canada, regional accreditation associations and/or recognized specialized agencies may be considered for transfer credit toward degree programs of students enrolled in the M.Div. program of the School of Divinity at Gardner-Webb University. A request for a transcript evaluation must be submitted to the office of the Dean of the School of Divinity for adjudication. Each course considered for transfer is required to have a grade of at least C (2.0 on a 4.0 scale) and must be substantially parallel to a School of Divinity requirement. All other requests for transfer of credit must be approved by the faculty of the School of Divinity.

Graduate-level credits earned at institutions outside the United States and Canada will be evaluated on an individual basis. The evaluation will take into account the institution where the work was taken, the level of the work, and the grades earned.

## COURSE REGISTRATION

Registration includes academic advising, selection of courses, and payment of fees. During preregistration, students should consult with their academic advisers on course selection and other degree requirements. However, it is the responsibility of the student, not the academic adviser, to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisers consider it essential, they should not change the schedule after registration.

## DROPPING, ADDING, AND WITHDRAWING

Changes in a student's schedule may be made by going online to WebbConnect via [www.gardner-webb.edu](http://www.gardner-webb.edu).

A student who withdraws from a course after the drop/add period must fill out an online withdrawal form on the Registrar's website: [www.gardnerwebb.edu/registrar](http://www.gardnerwebb.edu/registrar). The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first four weeks of the fall and spring semesters, or during the first week of a summer

term, or by the end of the first day of an accelerated (one-week intensive) J-term course, or by the end of the second day of a three-week J-term course. After this period a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the professor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades.

The last day for dropping an individual course is four weeks after mid-term or a date not to exceed 75% of the course. The specific date is established each semester by the Registrar and published in registration materials sent out by the School of Divinity. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

**Before withdrawing from a class or classes, students should refer to the "Charge Reduction Policy for Class Withdrawal" in the "FINANCES" section of this catalog in order to understand the financial implication for their account.**

## MEDICAL WITHDRAWAL

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

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

1. Description of the condition that has made the student unable to continue in school.
2. Date the examination, assessment, or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the approval decision following a review of the medical documentation. If the request is approved, the student will receive a final grade of “W” for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis.

Upon medical withdrawal from the School of Divinity, a student must apply for readmission to the School of Divinity to continue studies. As with any other readmission, stipulations may apply. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the School of Divinity. This documentation should follow the same format as above.

## **COURSE AND SCHEDULE CHANGES**

The School of Divinity reserves the right to cancel or discontinue any course because of small enrollment or for other reasons deemed necessary. In order to assure quality instruction, the School of Divinity reserves the right to close registration when the maximum enrollment has been reached and to make changes in schedule and/or faculty when necessary.

## **AUDITING COURSES**

Any Gardner-Webb student may audit a course for a \$175 fee. The auditor is expected to complete the special auditor registration form and to complete all course requirements, with the exception of tests and examinations. Approval of the professor and the Associate Dean of the School of Divinity is required.

## **COURSE SUBSTITUTION**

Students may substitute up to nine hours of graduate level courses from outside the School of Divinity for credit toward the M.Div. degree. Students must make their requests in writing to the Associate Dean, who will convene the Academic Policies Committee to evaluate the request. Courses for substitution must meet the accreditation standards stated in the Transfer of Credit policy above.

## **SCHOOL OF DIVINITY PROBATION AND SUSPENSION POLICY**

A student must have at least a 2.0 overall Grade Point Average to be awarded a degree in the School of Divinity. When the GPA falls below 2.0, the student is placed on academic probation and is so notified. In order to be removed from academic probation, the student may enroll for a maximum of nine credit hours in the following semester and attain a cumulative GPA of 2.0. If at the completion of this semester the student has not attained a 2.0 GPA, the student may be placed on academic suspension. Students placed on academic suspension will be required to withdraw for at least one

semester (not including summer sessions). After that time, students wishing to resume studies may seek readmission to the degree program. Students who are readmitted after having been placed on academic suspension will be allowed to take no more than six hours and must earn a semester grade point average of 2.50. Students failing to meet this stipulation may be subject to academic dismissal.

Students who fail to satisfy the requirements for removal of academic suspension after having been readmitted will be required to withdraw from enrollment in the degree program. Students who are dismissed under these conditions are not eligible for readmission.

## **TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION**

A student may not take courses for transfer credit from another institution while on suspension or probation.

## **REPEATING COURSES**

Only courses with a grade of “D,” “F,” or “WF” may be repeated and then only once. When a course is repeated at the School of Divinity, only the higher grade is counted in computing the student's overall grade point average, although the lower grade remains on the official transcript.

## **CREDIT BY EXAMINATION**

Applicants holding a baccalaureate degree or the equivalent from a regionally accredited college or university may be granted up to fifteen hours of Credit by Examination toward their Master of Divinity degree. Requirements for Credit by Examination are:

1. Credit by Examination will be determined by a standardized examination in each course requested. The Associate Dean's office administers all exams. (Examinations are currently available in the following areas: Greek and Hebrew, Christian History, Old Testament, New Testament.)
2. The applicant must (a) have completed an undergraduate course in the discipline attaining a minimum 3.0 on a 4.0 scale, (b) make a written request to the Associate Dean for an examination, (c) pay fee of \$100 per credit hour, and (d) score a minimum of 75% on the objective part of the exam and complete satisfactorily a written essay component.
3. The request and examination must precede the applicant's enrollment in subject areas where consideration for Credit by Examination is requested.
4. In no case will Credit by Examination be awarded during the student's final semester.

After successful completion of the examination(s), the Dean or the Associate Dean of the School of Divinity will send a memo to the Registrar and to the student confirming that the student should receive the credit hours for the course.

## ADVANCED STANDING POLICY

A student completing a baccalaureate with a major in Religion or its equivalent is eligible to apply for advanced standing in specific discipline areas up to and not to exceed 21 hours. Course work considered for advanced standing credit must have received at least a B course grade for graduates of Gardner-Webb University. A student completing a baccalaureate with a major in Religion or its equivalent from another institution may also be considered for advanced standing. Such course work will be evaluated by the Associate Dean's office similarly on a case by case basis. The following undergraduate courses or their equivalent will be considered for advanced standing credit:

- Introduction to Old Testament I
- Introduction to Old Testament II
- Introduction to New Testament I
- Introduction to New Testament II
- Hebrew I
- Greek I
- Christian Ethics

## COURSE BY ARRANGEMENT/ INDEPENDENT STUDY

Courses within both the core curriculum and selected concentrations are scheduled on a rotating basis and in such a manner that students may graduate within three years (six fall and spring semesters consecutively) of study. All courses offered by the School of Divinity are found within the current catalog.

A Course by Arrangement is a course found in the current catalog but which is not being offered in the published schedule during the semester in question. A course of Independent Study is a course not found in the current catalog but which a student seeks permission to take.

### **COURSE BY ARRANGEMENT**

Courses by Arrangement are not encouraged and may occur only due to exceptional circumstances when the following criteria are met:

1. The course being requested must be in the current catalog but not found in the currently published schedule.
2. The request must be made in writing to the Associate Dean.
3. If the request is approved, the Associate Dean will enlist a faculty member for the course.

### **INDEPENDENT STUDY**

Independent Studies are not encouraged and may occur only due to exceptional circumstances when the following criteria are met:

1. The course being requested is not found in the current catalog.

2. The request must be made in writing to the Associate Dean.
3. If the request is approved, the Associate Dean will enlist a faculty member for the course.

## ACADEMIC APPEALS

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should first discuss the matter with the professor. If the problem is not resolved, the student should go next to the Associate Dean of the School of Divinity. If the student or the professor is not satisfied with the decision of the Associate Dean, either party may take the matter to the Appeals Committee, whose decision is final.

The Appeals Committee consists of the Dean of the School of Divinity, who serves as chair, and two School of Divinity faculty members.

To initiate an appeal, the dissatisfied party should address a letter to the Dean of the School of Divinity, stating the reason for the appeal and explaining the circumstances. The Dean will convene the Appeals Committee. If the student or the professor is asked to appear before the committee, he or she at that time may bring a representative from within the University to act as counsel. The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. The deadline for other types of academic appeals (except for grade appeals) is eighteen months after the date of the decision being appealed. Grade appeals must be completed prior to the last day of the following semester. Grade appeals relating to courses taken during the summer must be made prior to the last day of the following fall semester.

## ACADEMIC HONESTY AND PERSONAL INTEGRITY

All work submitted by students in each course is presumed to be the student's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy in academic dishonesty (see the Undergraduate Student Handbook).

It is presupposed that all persons enrolling in the School of Divinity, at whatever level of admission, will exemplify a high level of Christian commitment as well as a high degree of academic and personal integrity. It is expected that this commitment will be reflected in personal relationships, academic performance, and conduct inside and outside of the classroom. A student's continuing enrollment may become the subject of a formal review if any of the above expectations are not being fulfilled. A member of the administrative staff,



faculty member, or student may request a formal review and action by the Associate Dean of the School of Divinity. Upon the conclusion of the formal review, the Associate Dean may take action which may include but is not limited to probation, suspension, counseling, etc. If any party to the review, student, faculty, or administrator, is not satisfied with the decision of the Associate Dean, he or she may request a hearing by the Appeals Committee, whose decision is final.

## APPLICATION FOR DEGREE

A student must apply for the graduate degree during the semester preceding the final term of study. An appointment should be made with the faculty mentor who will provide appropriate forms to be filled out to obtain the degree. The faculty mentor will validate the information on the application. It is the student's responsibility to submit the signed form to the Registrar. A \$140.00 application for graduation fee is required; this includes the diploma and administrative costs. Students submitting applications after the published deadline must pay a \$125.00 late fee.

## GRADUATION REQUIREMENTS

Students must meet the above requirements and have maintained a grade point average of 2.0 or better on a 4.0 scale.

## COMMENCEMENT PARTICIPATION POLICY

Participation in commencement exercise is required. If a student is unable to participate in the Graduation Ceremony upon completion of degree requirements, the student must notify the Registrar's Office in writing requesting to be excused.

## TIME LIMITS

The minimum time for completion of the M.Div. degree is three years. The maximum time allowed for completion is six years from the date of first enrollment. Beyond the six-year time limit, students may petition the faculty for an extension of time.

## STYLE GUIDE FOR WRITING ASSIGNMENTS

A Manual for Writers of Research Papers, Theses, and Dissertations, 7th Edition, by Kate L. Turabian, Chicago: University of Chicago Press, 2007.

# GRADING SCALE, GRADES, AND REPORTS

## GRADING SYSTEMS AND QUALITY POINTS

Graduation is dependent upon quality as well as upon quantity of work done. Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A 96-100	1	4
A-94-95	1	3.67
B+ 92-93	1	3.33
B 87-91	1	3
B- 85-86	1	2.67
C+ 80-84	1	2.33
C 75-79	1	2
C- 70-74	1	1.67
D+ 67-69	1	1.33
D 63-66	1	1
D- 60-62	1	0.67
F 0-59	1	0
Fx (Failure for Academic Dishonesty)	1	0
P	0	0
I (Incomplete)	0	0
IN (see below)	0	0
W (Withdrew without penalty)	0	0
WP (Withdrew Passing)	0	0
WF (Withdrew Failing)	1	0
@W (Administrative Withdrawal)	0	0
@F (Administrative Failure for Absences)	1	0
NG (No Grade reported by Professor)	0	0

An I (Incomplete) is assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete, and the reason for the incomplete work is of a serious nature and beyond the student's control. The assigning of an I must be accompanied by the completion of an I contract, with one copy given to the student, one kept on file by the professor, and one submitted to the Associate Provost within seven days after grades are submitted. The student must complete the coursework by the date provided by the professor. The professor should submit the change of grade form no later than 90 days after the last day of the term in which the I was assigned, or earlier. After 90 days, the I automatically becomes a F if it has not been changed.

The grade of IN is assigned in the following cases:

1. individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines;
2. students in courses with a multi-semester component which are not completed by grading deadlines.

A W will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term or if granted a medical withdrawal. After these time periods, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The @W represents an administrative withdrawal from a course. It is assigned to any student on an official class roll who has never attended a class session.

The @F represents an administrative failure of a course. It can be assigned by either the professor or the registrar's office to any student who exceeds the permissible number of absences in a course. This grade is treated the same as the regular F; it counts against the student's grade point average and is repeatable only under the provisions outlined below.

Even when a grade of @W or @F has already been assigned by the registrar's office, a professor may assign a regular F at the end of the term as he/she deems appropriate.

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

A student who has a question about a grade should consult the professor as soon as possible. A student who believes a

grade to be inaccurate or unfair may address the matter following the process described below under "Academic Grievance and Appeal Procedures."

Under no circumstances will a grade be changed, after having been reported to the Registrar, without the approval of the Associate Provost for Professional and Graduate Studies.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Student's Accounts Office.

## TRANSCRIPTS

The Registrar will furnish transcripts of credit upon written request. Official copies are \$15 each and this fee should accompany the request.

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

## PRIVACY POLICY AND ACCESS TO EDUCATIONAL RECORDS

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

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

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

## ACADEMIC ADVISING

Advising within the School of Divinity is initially provided by the Associate Dean for all newly admitted students. Early in the first semester of the student's course of study, an advisor is assigned to each student based upon the student's choice of concentration. The advisor will usually be a professor whose specialty is in the area of the student's concentration. Academic advising occurs in conjunction with preregistration each semester. In addition, each student will meet for an extended conference with his/her advisor once during each thirty-hour segment of the degree program. These conferences address academic issues and the student's personal and spiritual formation.

The names of advisors are posted each semester for the benefit of students who may not otherwise be aware of their advisor's identity. Faculty advisors are responsible for communicating with students related to preregistration and mentor conferences. Students are not routinely provided with their registration pin numbers apart from specific contact and communication with their advisor.

Information related to important deadlines are provided by the Administrative Assistant of the School of Divinity to all students through mass email notices. Such information is provided on multiple occasions to ensure that students have access to important issues they must address.

## STUDENT GUIDELINES, EXPECTATIONS AND RIGHTS

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in an environment of Christian concern. As in any community, certain standards of conduct are necessary to protect the safety, rights, health and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism.

Each person, whether student, faculty or staff voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to ensure reasonable standards of conduct. The prohibited behavior code describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations, and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior.

The Traditional Undergraduate Student Handbook describes the prohibited behavior code and the judicial process used in the event that a student becomes involved in prohibited behavior. The Handbook is also available online and at the Office of Student Development.

Gardner-Webb University supports and is fully committed to the concept of a drug and alcohol free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available to each student.

1. The unlawful manufacture, distribution, dispensing, possession or use of controlled substances is prohibited by students on Gardner-Webb University's property or as any part of the University's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms. The following is a partial list of controlled substances:

Narcotics (heroin, morphine, etc.)

Cannabis (marijuana, hashish, etc.)

Stimulants (cocaine, diet pills, etc.)

Depressants (tranquilizers, etc.)

Hallucinogens (PCP, LSD, designer drugs, etc.)

Designer (MDA, MDA-known as ecstasy, ice, etc.)

Alcohol

2. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1, above. Upon conviction, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the School of Divinity Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
3. Local, state, and federal laws prohibit the possession, and distribution of illicit drugs, alcohol and weapons. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the University's Campus Police Department.

4. Information describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center. If necessary and at the student's expense, referral can be made to an outside agency.
5. Gardner-Webb University prohibits the possession of weapons or firearms on campus.

## ACADEMIC SUPPORT SERVICES

### UNIVERSITY WRITING CENTER

*Dr. Jennifer Buckner, Director*

The University Writing Center, located in the Tucker Student Center, offers free assistance to all Gardner-Webb University students on any problem related to writing. Qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request.

### DOVER MEMORIAL LIBRARY

*Mary Roby, Dean of Libraries*

The Dover Memorial Library is an active and integral part of the University's academic program. The Library's collections, available on open stacks, support all areas of the curriculum with a total item count of approximately 850,000, including 230,000 volumes, 600,000 microforms, and many other materials such as videos, compact discs, and computer files. The Library has print and/or online full-text access to more than 230,000 periodicals and is a selective depository for federal government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process for both on and off-campus students.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's home page, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to our online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for the WebbConnect username and password in order to access the Library's subscription databases.

### LIBRARY PRIVILEGES

Off-campus students may use the Interlibrary Loan service in order to request books held in the Dover Memorial Library or in another library. Those books will be mailed to the student's home and must be returned to the Dover Memorial Library. Journal articles requested through Interlibrary Loan will be sent electronically to the student's email. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out and Interlibrary Loan privileges.

### NOEL CENTER FOR DISABILITY RESOURCES

*Cheryl Potter, Associate Dean*

The Noel Center for Disability Resources provides support services to deaf, blind, learning disabled, and other students with documented disabilities. In order to assess each student's needs and to provide the necessary support services, current professional documentation of a disability or disabilities must be furnished. Upon acceptance to the University, documentation should be sent to the Noel Center for Disability Resources. Documentation must be furnished no later than three weeks prior to the beginning of services. Each student is assigned a disability specialist who will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supporting documentation include notetakers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training and use of adaptive technology. The student may also receive help in developing effective study skills and organizational and test-taking strategies.

## FINANCIAL INFORMATION

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region.

### EXPENSES

#### TUITION FOR THE 2015-2016 ACADEMIC YEAR

M.Div. Program .....	\$399/hr
D.Min. Program.....	\$452/hr

#### MISCELLANEOUS FEES

Application Fee .....	\$40.00
Audit Fee (Per Course) .....	\$175.00
Auto Registration (Per Year).....	\$50.00
Credit By Exam Credit (Per Credit Hour) .....	\$125.00



Graduation Fee .....	\$140.00
Graduation Hood Fee .....	\$35.00
International Student Application Fee .....	\$100.00
Late Graduate Fee .....	\$125.00
Non-Sufficient Funds/Returned Check .....	\$30.00
Online Learning	
Technology Fee (Per Course).....	\$35.00
Replacement Student I.D. Card .....	\$10.00
Student Activities Fee (Per Semester) .....	\$20.00
Transcript Fee (Per Copy) .....	\$15.00
Transient Credit Fee (Per Course) .....	\$50.00
Tuition Late Payment Fee .....	\$50.00
Tuition Non-Payment Fee .....	\$100.00

The above fees are typical with enrollment in the School of Divinity. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

## MISCELLANEOUS ACADEMIC FEES

Depending on the program of study and courses taken, students should expect to see course specific fees ranging from \$65 to \$350. Fees are used to cover direct expenditures associated with a course requirement (i.e. database licenses, thesis review, etc.) as well as indirect expenses associated with a particular course.

## CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. To withdraw, a student must complete and submit the Withdrawal Form on the Registrar Services website. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

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

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

When a student's charges are reduced, Federal, State, Institutional and Non-institutional Aid will be adjusted in

accordance with the regulations governing the respective programs. Please contact the University Student Account's Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

## DELINQUENT STUDENT ACCOUNTS

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

## DEFERRED PAYMENT PLAN

Initial payment is one-third of the amount due when registering, including a small deferred payment charge, with the remaining balance in two equal payments.

## CLINICAL PASTORAL EDUCATION (CPE)

Payment to accredited providers of CPE is the responsibility of the student. This payment is to be made through the Gardner-Webb University Student Accounts Office. Registration for course credit for DSPC 200 Clinical Pastoral Education and DSPC 201 Clinical Pastoral Education in the Parish is through the School of Divinity.

## FINANCIAL AID

Financial assistance in the form of scholarships and assistantships is available. Inquiries should be made through the Director of Admissions for the School of Divinity.

## COOPERATIVE BAPTIST FELLOWSHIP SCHOLARSHIPS

Scholarships are available through the Cooperative Baptist Fellowship (CBF) and Cooperative Baptist Fellowship of North Carolina (CBFNC) and are based on financial need, commitment to serve in Baptist life in keeping with the mission strategy of the Cooperative Baptist Fellowship, and potential success in theological education. Applications and CBF Mission Statements are available from the Admissions Office at the School of Divinity.

## CHARLES B. KEESSEE EDUCATIONAL SCHOLARSHIP

The Charles B. Keessee Educational Fund was established in 1941 by Mr. and Mrs. Charles B. Keessee of Martinsville, Virginia for the purpose of aiding young men and women to obtain an education. School of Divinity students who are

Baptist and residents of North Carolina, South Carolina, or Virginia may apply. Applications are available in the School of Divinity Admissions Office or by visiting [www.cbkeese.com](http://www.cbkeese.com).

[www.fafsa.gov](http://www.fafsa.gov) to determine eligibility. Additional information is available from the Financial Planning Office (704) 406-4243.

## GRADUATE ASSISTANTSHIPS

### GOALS FOR ASSISTANTSHIPS

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields; and
2. To provide mature work assistance to appropriate programs and offices within the university while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

### POLICIES FOR ASSISTANTSHIPS

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Professional and Graduate Studies.
2. Awards are available for the academic year and the summer term to those students carrying a full-time academic load. They are renewable for up to three years. Decisions to renew are made annually by each graduate assistant's direct supervisor.
3. Each department will select the individual recipients of the awards and be responsible for assigning work duties. Graduate assistants may not be assigned additional assistantship duties by any other department of the University.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 20 hours per week.
7. Outside employment must not interfere with performance of duties of the graduate assistantships and may be a factor in hiring decisions.

## FEDERAL DIRECT STAFFORD LOAN

Low-interest loans may be available for eligible students who are enrolled at least half-time. Students make no payment while enrolled at least half-time and during the six-month grace period after graduation. Students must complete the Free Application for Financial Aid (FAFSA) online at

## GRADUATE RESIDENT DIRECTOR POSITIONS

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling (704) 406-4300.

## DEGREE PROGRAMS

### MASTER OF DIVINITY (90 HOURS)

The Master of Divinity, a three-year course of study, is recognized by The Association of Theological Schools in the United States and Canada (ATS) as the basic professional degree. The theological education associated with this degree has service to the church as its central focus. Predicated on the assumption that ministers in the church should share a common theological substructure irrespective of their particular calling, the School of Divinity offers the Master of Divinity degree (M.Div.) in six concentrations, each sharing a common 60-hour core comprised of biblical studies, historical/theological studies, spiritual formation, and ministry studies. Beyond the core, students may choose, by means of a 30-hour concentration, to earn the M.Div. degree with a concentration in Pastoral Studies, Biblical Studies, Christian Education and Formation, Intercultural Studies, Pastoral Care and Counseling or Missiology.

Emphasizing theological reflection and ministerial formation, this course of study is designed to provide men and women with a comprehensive, in-depth knowledge of the body of divinity and to help ministers develop the skills necessary for effective ministry. "Real world" ministry situations, surfaced by the students themselves, serve as catalysts for theological reflection in interdisciplinary courses, team-taught seminars, and spiritual formation experiences.

Moreover, not only does the curriculum seek to bridge the gap between "theory" and "practice" in ministry, but also to help the student to synthesize and integrate the theological content of the various disciplines of the body of divinity.

The School of Divinity's "Be, Know and Do Statement," encapsulated in the M. Div. "Program Objectives" is the guiding document around which the curriculum is built.

## CORE CURRICULUM

The M.Div. core curriculum is designed to be integrative, inductive, and interactive. Seeking to move beyond the artificial dichotomy between “theory” and “practice” that has often characterized theological education, the curriculum requires students to reflect theologically on the practice of ministry while they are actually engaged in ministry. The common core of divinity means that every student, irrespective of his/her ultimate vocational ministry, will share the same biblical/theological substructure for ministry, thus making “shared ministry” and “pastoral teamship” less an ideal and more a reality. Moreover, such an approach fosters a genuine appreciation for ministerial diversity and the rich variety of the ministries of the church.

A guiding principle behind the core curriculum is that effective ministry is not simply a function of what the minister knows, or even what the minister does, but must also include what the minister is, both personally and vocationally. Assessment of who students “are,” what students “know,” and what students can “do” is informed by pre- and post-tests, specific assignments and assessment interview/conferences associated with the following core courses:

DSSF 100 Introduction to Theological Education for Ministry (to be taken during first year of study)  
DSSF 200 Spiritual Formation: The Christian Journey  
DSOT 100/DSOT 101 Old Testament  
DSNT 100/DSNT 101 New Testament  
DSHS 100/DSHS 101 Christian History  
DSTH 200/DSTH 201 Christian Theology  
DSCE 115 Administration and Leadership in the Church  
DSET 100 Ethics  
DSMN 201 Introduction to Preaching  
DSMN 202 Introduction to Worship in the Church  
DSMS 310 Mission in Biblical/Theological Perspectives  
DSPC 100 Introduction to Pastoral Care and Counseling  
DSSF 300/DSSF 301 The Theory and Practice of Ministry and Capstone Seminar

## CONCENTRATIONS

Beyond the 60-hour core, students must choose one of six concentrations each requiring a further 30 hours: Pastoral Studies, Biblical Studies, Christian Education and Formation, Pastoral Care and Counseling, Missiology, or Intercultural Studies; or in place of a concentration the student may pursue one of four dual degree programs – the M.Div./M.B.A., the M.Div./M.A. in English, the M.Div./M.A. in Mental Health Counseling, or the M.Div./M.A. in Religion.

## MINISTERIAL FORMATION

Recognizing the importance of ministerial formation, each student’s progress is tracked throughout his or her divinity

school experience. Evidence of movement toward maturity in spiritual and ministerial formation is gathered into a student portfolio. Such vehicles as the Profiles of Ministry Instrument Stage I, Annual Mentor Conference, Formations small group experiences, Assessment Interviews and a Capstone Conference each emphasize that genuine spiritual formation involves healthy relationships toward self, others, the material world, and God.

While Chapel attendance is voluntary, participation in a Formations group is a component of each of the four core spiritual formations courses: Introduction to Theological Education for Ministry (DSSF 100), Spiritual Formation: The Christian Journey (DSSF 200), The Theory and Practice of Ministry (DSSF 300), and Capstone Seminar (DSSF 301). Faculty, students, and staff work together to plan, lead, and participate in weekly Chapel worship experiences.

A small group Formations experience is led by each student’s faculty mentor (and by the instructor of the DSSF 100 night class) in conjunction with all spiritual formation classes. As the name Formations suggests, relative issues of ministerial formation are addressed, such as integrity, stress, worship, ministerial identity, and spiritual discipline.

In consultation with the faculty mentor the student selects for inclusion in the Student Portfolio three to five examples of his/her best work done at various junctures during the course of study. Anecdotal items such as journal entries or faculty comments may also be included in the portfolio. A Ministry Formation Notation, should one be given, may likewise be placed in the Student Portfolio any time a matter of ministerial formation should be noted by a faculty member. These items become discussion points at Spring Mentor Conferences, the Assessment Interview and the Capstone Conference. The portfolio becomes the property of the School of Divinity for a period not to exceed ten years, with a copy provided to the student at the student’s request.

## SUPERVISED MINISTRY EXPERIENCE

Students will also participate in an approved Supervised Ministry Experience (SME). During two consecutive semesters of his/her M.Div. degree program, each student will serve in a ministry position, either volunteer or paid, which will involve the student in significant leadership opportunities requiring responsibility in planning, administering, leading, and evaluating.

These two semesters of SME will be taken in conjunction with The Theory and Practice of Ministry and Capstone Seminar (DSSF 300 and DSSF 301) in which each student will serve a minimum of 10 hours weekly in the ministry placement. Proposed SME placement must be approved by the Associate

Dean of the School of Divinity who administers the program and oversees student progress in a ministry setting.

## ADMISSION POLICIES

### REQUIREMENTS FOR FULL ADMISSION

1. A baccalaureate degree from a regionally accredited college or university. Applicants are expected to have had broad baccalaureate preparation including studies in world history, philosophy, languages and literature, the natural sciences, the social sciences, the fine arts, and religion. In cases where the applicant's undergraduate preparation is deemed deficient, additional baccalaureate work may be required for full admission.
2. A grade point average (GPA) of 2.5 on a 4.0 scale in baccalaureate work.
3. A stated and demonstrated commitment to ministry.
4. A Background Record Check. Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the School of Divinity Office of Admissions with a residence verification statement. Criminal background histories obtained for employment purposes are not acceptable for admission to the School of Divinity. Information received pertaining to criminal background histories will become part of the student's permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the School of Divinity Faculty Admissions Committee. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the School of Divinity Office of Admissions and the Dean of the School of Divinity. Failure to report allegations of such charges may result in immediate dismissal from the program.

### CRITERIA FOR ADMISSION

Applicants for admission are evaluated on:

- academic attainment
- writing skills
- promise for ministry
- vocational clarity and commitment.

### PROCEDURE FOR ADMISSION

1. Request application materials from the Office of Graduate Admissions.
2. Submit a completed Application for Admission with a \$40 non-refundable application fee to Office of Graduate Admissions, Campus Box 7308, Gardner-Webb University, Boiling Springs, NC 28017. Applications for any fall term may be submitted by August 1. Applications for any spring term may be submitted by January 1.

3. Request that official transcripts of all previous baccalaureate and any graduate-level work be sent directly to the Office of Graduate Admissions.
4. Submit three recommendations from persons who know the applicant well. These recommendations should be submitted on the reference forms provided by the School of Divinity. One recommendation must be completed by a supervisor or professor in the student's major area. The remaining two recommendations should reflect either personal or professional relationships.
5. Submit a completed Church Approval Form. The form must come from the church where the applicant is a member in good standing.
6. Submit a completed Immunization History Form.
7. Provide proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement.
8. Students for whom English is a second language must take the TOEFL examination. The minimum acceptable score is 550 on the paper-based test.

Applicants will be considered for admission when the above mentioned conditions have been met. All applicants are strongly urged to come for a visit and interview prior to final admission. Arrangements can be made through the office of the Director of Admissions for the School of Divinity.

### ACCEPTANCE OF ADMISSION

Acceptance into the School of Divinity is good for one academic year. If an applicant wishes to enroll after one year, the student may be asked to re-submit part or all of the application. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

### TYPES OF ADMISSION

#### FULL ADMISSION

To be considered for Full Admission, an applicant must complete the requirements as outlined under the "Procedure for Admission" section. Final decisions regarding admission will be made by the Admissions Committee. The applicant's file should be completed a minimum of 30 days prior to registration.

#### PROVISIONAL ADMISSION

In some cases as determined on an individual basis, Provisional Admission may be granted:

- when the baccalaureate degree has not yet been granted but the applicant is within six hours of completion;
- when the student does not come from a regionally accredited college or university;



when the process for Full Admission has not been completed prior to the beginning of the term, but information sufficient to support the applicant's request for admission has been received.

### **PROBATIONARY ADMISSION**

If an applicant is deemed marginal based on the criteria for admission, a student may be admitted under probationary status. The Admissions Committee may require one or all of the following conditions for a student admitted under probation:

The student may be asked to interview with the Admissions Committee;

Maintain a minimum GPA of 2.5 in the first semester of course work;

Restrict the number of hours a student may take during the first semester;

Require the student to take remedial coursework;

Require the Graduate Record Examination or the Miller Analogies Test to determine their readiness for study.

At the end of the first semester of enrollment, the Admissions Committee will review the status of all students granted provisional or probationary admission and will (1) grant full admission to the degree program, (2) maintain the student in provisional or probationary status for one additional semester, or (3) terminate student status.

### **SPECIAL/TRANSIENT/OTHER**

Individuals who wish to take courses for credit but who do not choose to pursue a degree may apply for Special Status.

#### **APPLICANTS FOR SPECIAL STATUS**

Special status may be granted for only one semester. Individuals accepted as Special Students must pay full tuition. Both grades and credit will be recorded on the student's transcript.

Students seeking "Special Status" must:

1. complete an application form and submit it with the application fee;
2. submit an official transcript of the last degree earned; and
3. submit an Immunization History form if taking 4 or more hours.

#### **APPLICANTS FOR TRANSIENT STATUS**

Students enrolled in other recognized graduate institutions who wish to take courses for transfer of credit to their home

institutions may apply for Transient Status. Applicants for Transient Status must:

1. submit an application for admission;
2. pay the application fee; and
3. submit a letter from the dean or director of the program in which the applicant is regularly enrolled indicating good standing.

#### **APPLICANTS FOR OTHER STATUS**

Students enrolled in Gardner-Webb University's undergraduate program or another graduate program may apply for Other Status. Students applying for Other Status must:

1. secure written approval from the student's academic advisor;
2. secure written approval from the Dean or the Associate Dean of the School of Divinity; and
3. return written approvals to the student's academic advisor and complete the registration process specific to the program in which the student is enrolled.

#### **APPLICANTS TO AUDIT**

Individuals who wish to audit classes in the School of Divinity must:

1. contact the Director of Admissions;
2. complete the Application for Admission to Audit;
3. pay a fee of \$175 per course; and
4. meet requirements for auditors established by the professor of the course. Permission to audit classes is subject to space availability.

#### **READMISSION OF FORMER STUDENTS**

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit an application for readmission. No application fee is required. An exception will be made for students enrolled in dual degree programs (M.Div/MBA, M.Div./M.A.) in which they are working on the non-M.Div. portion of the degree.

Those seeking readmission after having not attended for as long as one calendar year will be required to follow degree requirements currently in effect.

The Admissions Committee is responsible for reviewing, evaluating, and acting on all applications for admission to degree programs offered by the School of Divinity. The committee is comprised of the Director of Admissions, one of the School of Divinity deans and a faculty member.

#### **INTERNATIONAL STUDENTS**

International students holding baccalaureate degrees from regionally accredited colleges or universities within the United

States will follow the procedure for admission under the “Requirements for Full Admission” section.

International students holding degrees from institutions outside the United States will follow the usual procedure for admission with these additions:

1. Applicants must submit their transcripts to the World Evaluation Service (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745) for evaluation before they mail them to the School of Divinity.
2. The U.S. Department of Justice form, “Affidavit of Support,” must be completed, signed, and accompanied by a letter from the student’s or sponsor’s bank indicating sufficient funds to support one year of graduate study. A copy of this form is available from the School of Divinity.
3. Once the applicant’s file is completed and an admission decision has been made, an I-20 Form will be sent, enabling the student to apply for a visa.

## LEARNING GOALS

The learning goals for the Master of Divinity degree are to help students know at a rudimentary level the basic body of divinity including:

a knowledge of the facts, histories, principles, philosophies, and current discussions in each of the following disciplines: biblical studies, biblical languages, Christian and Baptist history, hermeneutics, homiletics, ethics, philosophy of religion, missiology, evangelism, worship,

pastoral ministry, pedagogy, church administration, church policy and denominational organization, psychology, counseling, anthropology, and sociology;

a grasp of the various aspects of ministry and how these relate to the needs of church and society;

an understanding of personal gifts, talents, and abilities, and how these relate to ministry; a commitment to personal growth and development;

the development of a lifestyle of healthy ministry and continuing educational preparation for effective Christian ministry;

an understanding and development of expertise in leadership skills, organizational principles, and conflict management;

an evaluation and improvement of interpersonal skills; and the ability to write and speak with clarity and persuasiveness.

## STUDENT LEARNING OUTCOMES

Upon completion of the M.Div. degree, the student will:

Know the facts, histories, principles, philosophies, and current discussions in the disciplines of biblical studies, biblical languages, Christian and Baptist history, hermeneutics, ethics, philosophy of religion, missiology, evangelism, worship, pastoral ministry, pedagogy, church administration, church policy and denominational organization, psychology, counseling, anthropology, and sociology;

Have an understanding of personal gifts, talents, and abilities, and how those relate to ministry, along with a commitment to personal growth and development;

Be conscious of the need to develop a lifestyle of healthy ministry and continuing education for effective Christian ministry;

Have an understanding and begin the development of expertise in leadership skills, organizational principles, and conflict management; and

Be able to evaluate and focus on improvement of interpersonal skills; be able to write and speak with clarity and persuasiveness.

## CORE CURRICULUM

**Total Hours in Core: 60 hours**

### **BIBLICAL: 18 HOURS**

<b>Courses</b>	<b>Credit Hours</b>
DSOT 100/101 Old Testament I and II	6
DSNT 100/101 New Testament I and II	6
DSGK 100 Greek I	3
DSHB 100 Hebrew I	3

### **HISTORICAL/THEOLOGICAL: 12 HOURS**

<b>Courses</b>	<b>Credit Hours</b>
DSHS 100/101 Christian History I and II	6
DSTH 200/201 Christian Theology I and II	6

### **SPIRITUAL FORMATION: 12 HOURS**

<b>Courses</b>	<b>Credit Hours</b>
DSSF 100 Introduction to Theological Education for Ministry	3
DSSF 200 Spiritual Formation: The Christian Journey	3
DSSF 300/301 The Theory and Practice of Ministry and Capstone Seminar	6
Chapel/Formations/Mentor Conferences	

## MINISTRY: 18 HOURS

Courses	Credit Hours
DSCE 115 Administration and Leadership in the Church	3
DSPC 100 Pastoral Care & Counseling	3
DSMS 310 Mission in Biblical/Theological Perspective	3
DSET 100 Christian Ethics	3
DSMN 202 Introduction to Worship	3
DSMN 201 Introduction to Preaching	3
<b>Total Hours in Core:</b>	<b>60 Credit Hours</b>

## MASTER OF DIVINITY CONCENTRATIONS

### PASTORAL STUDIES

The Pastoral Studies concentration, designed primarily, though not exclusively, with a view toward pastoral ministries (pastor, associate pastor, etc.) extends the basic M.Div. core curriculum by adding courses in advanced biblical languages, advanced biblical electives, advanced historical/theological electives, and courses focusing on the more practical aspects of ministry in a local church setting.

Courses	Credit Hours
Biblical Electives	6
Biblical Languages (Advanced Greek and Hebrew DSGK 101/DSHB 101)	6
Historical/Theological Electives	6
Practical Ministry Electives	6
DSMN 100 The Life and Work of the Minister	3
General Electives (Selected from the School of Divinity Catalog)	3
TOTAL in the concentration	30
M.Div. Core	60
<b>TOTAL for the M.Div. Degree</b>	<b>90 Credit Hours</b>

### BIBLICAL STUDIES

The Biblical Studies concentration offers specialized training for persons who wish to emphasize in their ministry the study and the teaching of Scripture. With additional hours of Old Testament and New Testament electives (including biblical languages), as well as seminars that focus on pedagogy (teaching), research, and writing for publication, this concentration also prepares students for graduate research programs in Biblical Studies.

Courses	Credit Hours
DSNT 414 Biblical Hermeneutics	3
DSCE 105 Teaching and Learning in the Church	3
<i>Biblical Languages</i>	
DSHB 101 Hebrew 2	3

DSGK 101 Greek 2	3
(Students in the Biblical Studies concentration must also take at least 1 Hebrew or Greek exegetical elective as part of their 15 hours of electives)	
Biblical Studies Electives	15
DSCE 451 Writing for Publication Seminar	3
TOTAL in the concentration	30
M.Div. Core	60
<b>TOTAL for the M.Div. Degree</b>	<b>90 Credit Hours</b>

### CHRISTIAN EDUCATION AND FORMATION

The Christian Education and Formation concentration offers specialized training for those entering the field. Through this study, one acquires an overview of age-group work, tools in designing a church's curriculum, and principles in organizing a church for mission and ministry.

#### CHRISTIAN EDUCATION AND FORMATION CONCENTRATION REQUIRED COURSES

Courses	Credit Hours
DSCE 105 Teaching and Learning in the Church	3
DSCE 110 The Church Preparing for Mission and Ministry	3
DSCE 310 Leadership with Volunteers in the Church	3

#### REQUIRED ELECTIVES (TWO OF THE THREE)

Courses	Credit Hours
DSCE 200 Christian Education and Formation with Youth	3
DSCE 206 Christian Education and Formation with Children	3
DSCE 210 Christian Education and Formation with Adults	3

#### ANY TWO FROM THE FOLLOWING

Any course from the Pastoral Care and Counseling or Missiology Concentrations Creating Education and Formation Curricula

Communicating Inside and Outside the Church Readings in Spiritual Classics

Designing Curriculum for Education and Formation Life and Work of the Minister

Conflict Ministry in Church and Community Selected Topics in Education and Formation

Additional nine credits (three courses) from any concentration (electives)

### PASTORAL CARE AND COUNSELING

The Pastoral Care and Counseling concentration offers specialized training for persons who desire to emphasize in

their ministry the pastoral role of the minister as counselor and care-giver, whether in a parish setting or in an institutional setting. The program gives attention both to theory and to clinical experience under supervision.

<b>Courses</b>	<b>Credit Hours</b>
DSPC 200 Clinical Pastoral Education (one unit)*	6
DSPC 201 Clinical Pastoral Education in the Parish*	6
DSPC 400 Pastoral Care and Counseling Practicum*	3
DSPC 204 Interpersonal Relationships*	3
DSPC 115 Pastoral Care of Families	3
DSPC 120 Crisis Intervention in Pastoral Care	3
DSPC 125 Grief, Loss, Death, and Dying	3
DSPC 110 Pastoral Theology	3
DSPC 405 Health and Spirituality	3
General Electives (Selected from the School of Divinity Catalog)	9
TOTAL in the concentration	30
M.Div. Core	60
<b>TOTAL in the M.Div. in Pastoral Care and Counseling Degree</b>	<b>90 Credit Hours</b>

\*In circumstances where CPE is not an option for the student, with professor's approval, DSPC 400 Pastoral Care and Counseling Practicum (3 hrs.) and DSPC 204 Interpersonal Relationships (3 hrs.) may be substituted for DSPC 200 or DSPC 201.

### **MISSIOLOGY**

The Missiology concentration offers specialized training to persons who will serve in a variety of mission related ministries. The program includes biblical, historical, theological and practical issues that must be addressed by missionaries in the 21st Century. The concentration will address both religious and cultural pluralism in an effort to equip persons for a variety of cross-cultural situations.

#### **ONE OF THE FOLLOWING COURSES**

<b>Courses</b>	<b>Credit Hours</b>
DSMS 302 Urban Missiology	3
DSMS 305 Diaspora Missiology	3

#### **EACH OF THE FOLLOWING COURSES**

<b>Courses</b>	<b>Credit Hours</b>
DSMS 311 Mission in Historical Perspectives	3
DSMS 312 Mission in Contemporary Perspectives	3

DSMS 200 World Religions	3
DSMS 300 Evangelism	3
DSMS 301 Church Planting and Development	3
DSMS 303 Cultural Anthropology	3

#### **ONE OF THE FOLLOWING COURSES**

<b>Courses</b>	<b>Credit Hours</b>
DSMS 400 Mission Immersion Experience	3
DSMS 400 Mission Case Studies	3
General Electives (select from the School of Divinity Catalog)	6
TOTAL in the concentration	30
M.Div. Core	60
<b>TOTAL in the M.Div. in Missiology</b>	<b>90 Credit Hours</b>

### **INTERCULTURAL STUDIES**

The Intercultural Studies concentration offers specialized training to persons who will serve in cultures other than their own. The program aims to develop students' knowledge, skills, and overall competence necessary for intercultural engagements in North America and overseas using the paradigm of change. This concentration will equip students to become effective agents of change in the face of 21st Century religious pluralism, cultural relativism, urbanization, global diaspora, and globalization.

#### **ONE OF THE FOLLOWING COURSES**

<b>Courses</b>	<b>Credit Hours</b>
DSIS 302 Urban Studies	3
DSIS 305 Diaspora Studies	3

#### **EACH OF THE FOLLOWING COURSES**

<b>Courses</b>	<b>Credit Hours</b>
DSIS 200 Worldview Studies	3
DSIS 311 Mass Movements in Historical Perspectives	3
DSIS 312 Mass Movements in Contemporary Perspectives	3
DSIS 300 Transformation Studies	3
DSIS 301 Community Development	3
DSIS 303 Cultural Anthropology	3
DSIS 400 ICS Practicum	3
General Electives (select from the School of Divinity Catalog)	6
TOTAL in the concentration	30
M.Div. Core	60
<b>TOTAL in the M.Div. in Intercultural Studies</b>	<b>90 Credit Hours</b>



## DUAL DEGREES

### INTRODUCTION

The School of Divinity offers four dual degrees: the M.Div./M.B.A., M.Div./M.A. in Mental Health Counseling, the M. Div./M.A. in English, and the M.Div./M.A. in Religion. These degrees are designed to offer ministry students the opportunity to gain additional skills and expertise in areas that will enhance the students' ministry. Students will register for these courses through the Divinity School and will be awarded the dual degrees upon completion of the requirements for both degrees.

Candidates for the dual degree must complete the requirements for both degrees prior to graduation. Should a student opt not to pursue one of the degrees before completion, he or she will be responsible for paying any difference in the per course rate(s) actually charged based on pursuing the dual degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual degree which the student would not have been eligible for based on the selected degree. Additional financial obligations must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual degree program.

Dual degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree.

### MASTER OF DIVINITY/MASTER OF BUSINESS ADMINISTRATION (108 HOURS)

The M.Div./M.B.A. program is designed to enhance the administrative skills and expertise of ministers by permitting them to earn a second degree, the M.B.A., instead of the usual M.Div. concentration. The program has three potential student populations in view: (1) the minister who desires greater expertise in business administration, (2) the church administrator in a large church; or (3) the bi-vocational minister.

Foundational courses in accounting, microeconomics, statistics, finance, and microcomputers are pre-requisite to the program. Students lacking academic preparation in these areas may take accelerated non-credit courses at the University to

satisfy these requirements (see the M.B.A. section of this catalog for course descriptions).

### M.B.A. REQUIREMENTS

#### M.B.A. CORE

Courses	Credit Hours
BADM 600 Managerial Accounting	3
BADM 610 Managerial Economics	3
BADM 620 Managerial Finance	3
BADM 625 Marketing Management	3
BADM 630 Organizational Behavior	3
BADM 633 Entrepreneurial Management	3
BADM 635 Production Research and Operations Management	3
BADM 640 Business Law & Ethics	3
BADM 650 International Business	3
BADM 690 Strategic Management	3
Restricted M.B.A. Electives	6

#### M.DIV. REQUIREMENTS

Courses	Credit Hours
Biblical Studies Electives	6
Historical/Theological Electives	3
Practical Ministry Electives	3
M.Div. Core	60

#### TOTAL in the M.Div./M.B.A.

**Degree 108 Credit Hours**

### MASTER OF DIVINITY/MASTER OF ARTS IN MENTAL HEALTH COUNSELING (120 HOURS)

The M.Div./M.A. in Mental Health Counseling dual degree is designed to meet the needs of individuals who seek to integrate theology, faith and spirituality with counseling theory and clinical experience in the mental health field. The program is designed to meet the educational requirements of licensure as professional counselors in North Carolina and in most other states.

Students will complete 60 hours of Core courses in the School of Divinity and 60 hours in the School of Psychology and Counseling. (For School of Divinity Core Requirements, see above). The School of Psychology and Counseling portion of the degree includes a Professional Component of 24 hours of which 3 hours is the capstone experience and is taken the last semester the student is enrolled in the program, a Skill Component of 27 hours of which nine hours are electives, and an Applied Component of nine hours of which 3 hours are the Practicum and 6 hours are required Internship in Mental Health Counseling.

## A. PROFESSIONAL COMPONENT

<b>Courses</b>	<b>Credit Hours</b>
CEDU 610 Counseling Theories	3
CEDU 620 Methods of Research and Program Evaluation	3
CEDU 650 Legal, Ethical and Professional	3
CEDU 665 Multicultural Counseling	3
CEDU 640 The Counselor as Professional, Practitioner, and Consultant	3
CEDU 635 Advanced Psychopathology	3
CEDU 605 Advanced Human Growth and Development	3
CEDU 699 Professional Development of The Mental Health Counselor	3

## B. SKILL COMPONENT

<b>Courses</b>	<b>Credit Hours</b>
CEDU 616 Methods of Assessment and Evaluation	3
CEDU 615 The Helping Profession	3
CEDU 625 Group Counseling	3
CEDU 655 Psychodiagnostics and Treatment Planning	3
CEDU 621 Crisis Intervention Counseling	3
CEDU 630 Individual Psychological Assessment and Measurement	3
CEDU 645 Career Development: Theory and Practice	3
CEDU 646 Couples and Family Counseling	3 (elective)
CEDU 647 Child and Adolescent Counseling	3 (elective)
CEDU 660 Substance Abuse Counseling Seminar	3 (elective)
CEDU 667 Seminar on Contemporary Issues in Counseling	3
CEDU 692 Internship in Mental Health Counseling	3 (elective)

## C. APPLIED COMPONENT

<b>Courses</b>	<b>Credit Hours</b>
CEDU 670 Practicum in Mental Health Counseling	3
CEDU 690 Internship in Mental Health Counseling	3
CEDU 691 Internship in Mental Health Counseling	3

The Mental Health requirement allows for 9 hours of electives. Students enrolled in the dual degree program may choose to take the following courses from either the School of Divinity or the School of Psychology and Counseling:

School of Divinity: School of Psychology and Counseling:  
 DSPC 115 Pastoral Care of Families  
 CEDU 646 Couple and Family Counseling  
 DSPC 125 Grief, Loss, Death and Dying  
 CEDU 667 Seminar on Contemporary Issues

**TOTAL IN THE M.DIV./M.A.**

**DEGREE:**

**120 HRS.**

## MASTER OF DIVINITY/ MASTER OF ARTS IN ENGLISH (105 HOURS)

The M.Div./M.A. degree is designed to provide divinity students' literary skills by permitting them to earn a second degree, the M.A., instead of the usual M.Div. concentration. This degree provides students with a broad and rich literary context from which to do ministry and provides them with a common frame of reference with which to connect with persons of diverse culture and background. Moreover, it provides students with enhanced critical and analytical skills with which to reflect on life and the world while providing them with additional literary models with which to understand and interpret the Scriptures.

The degree has two potential student populations in view: (1) the minister who desires greater background in the literary arts as a context for ministry, and (2) the minister who serves in a small church situation and finds it necessary to supplement church-derived income through secular employment. In the latter case an advanced degree in a non-ministerial discipline will be of significant value.

The M.Div./M.A. is housed in the School of Divinity and requires completion of the 60 hour core, 6 hours biblical studies electives, 6 hours historical/theological electives, 3 hours practical ministry electives of the M.Div. degree and the 30 hour M.A. in English degree.

<b>Courses</b>	<b>Credit Hours</b>
M.Div. Core	60
M.A. Core	9
ENGL 501 Intro. to English Studies	2
ENGL 502 Seminar in English Studies	1
ENED 683 Teaching of Writing	3
ENGL 671 Literary Criticism	3
Biblical Studies Electives	6
Historical/Theological Electives	6
Practical Ministry Elective	3
1 American Literature	3
1 British Literature	3

1 World Literature	3
2 Electives	6
Final 6 hrs. Thesis	
ENGL 690	3
ENGL 691	3

### LITERATURE CONCENTRATION

(15 hours content + 6 hours thesis) English Education Concentration

(15 hours content + 6 hours capstone)

Courses	Credit Hours
ENGL 681 Seminar in Current Issues and Methods of Teaching English	3
ENGL 675 Young Adult Literature	3
3 Electives	9
Final 6 hrs. Capstone	
ENED 690 English Teacher as Researcher	3
ENED 691 English Teacher as Researcher: Data Collection	3
ENED 692 English Teacher as Researcher: Analysis	3

### WRITING CONCENTRATION

(15 hours content + 6 hours Capstone)

Courses	Credit Hours
ENGL 673 Cont. Trends in Lit.	3
ENGL 629 New Media Studies	3
3 Writing Electives	9
Final 6 Credit Hours Capstone/Thesis	
ENGL 692	3
ENGL 693	3

## MASTER OF DIVINITY/ MASTER OF ARTS IN RELIGION (108 HOURS)

The M.Div. /M.A. in Religion is designed to provide divinity students with advanced research skills by permitting them to earn a second degree, the M.A. in Religion. This degree provides students with options for a broadened and deepened study of the biblical languages or other concentrations in consultation with the student's advisor. Students have opportunities for either a thesis writing track or teaching Internship track.

The M.Div. /M.A. in Religion is housed in the School of Divinity. The M.Div./M.A. in Religion requires completion of the 60 hour M.Div. core, 6 hours of biblical studies electives, 3 hours of historical and theological studies electives, 3 hours of practical ministry electives of the M.Div. degree, and the 36 hour M.A. in Religion for a total of 108 hours.

Dual degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual degree. Students must also meet all requirements established by the departments/schools involved for taking courses outside of the Department of Religious Studies and Philosophy.

## ADMISSION REQUIREMENTS

Application for admission to the Master of Arts in Religion Program is made through the Gardner-Webb University Office of Graduate Admissions. The following criteria will be used for consideration acceptance:

1. Minimum GPA of 2.7;
2. GRE or MAT Scores;
3. Research Writing Sample;
4. Official Transcripts;
5. Three Professional References; and
6. Admission Interview.

Applicants for admission to the Master of Arts in Religion Program with a concentration in Biblical Studies/Languages will be required to demonstrate proficiency in Greek and Hebrew.

## PURPOSE

The purpose of the program is the academic (rather than parish ministry) study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting Ph.D. entrance requirements;
2. College teaching on the freshman and sophomore levels; and
3. Teaching in private schools.

## GOALS

The Master of Arts in Religion program is designed to meet the following goals:

1. Graduate students will develop the research and writing skills essential for scholars in the field of religious studies;
2. Graduate students will become conversant on the philosophical assumptions, classical and modern theories, and current research in the field or religious studies; and

3. Graduate students will demonstrate proficiency in expressing scholarly ideas through either a written thesis or a supervised teaching experience.

## COURSE REQUIREMENTS

### A. COMMON CORE (18 CREDIT HOURS)

RELI 600 Research Seminar  
RELI 605 Biblical Studies Seminar  
RELI 640 Theological Studies Seminar  
RELI 660 World Religions Seminar  
RELI 680 Literature and Religion Seminar

### ONE OF THE FOLLOWING THREE COURSES

RELI 630 Historical Studies Seminar  
RELI 650 Philosophy of Religion Seminar  
RELI 670 Psychology of Religion Seminar

### B. RESEARCH OR TEACHING TRACK (6 HOURS)

#### ADVANCED RESEARCH TRACK

RELI 695 Thesis

OR

#### TEACHING TRACK

RELI 685 Religious Instruction Seminar  
RELI 690 Graduate Internship

### C. CONCENTRATIONS (12 HOURS)\*

#### RELIGIOUS STUDIES CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.

OR

#### BIBLICAL STUDIES/LANGUAGES WITHIN THE DEPARTMENT

RELI 610 Advanced Hebrew Exegesis Seminar  
RELI 620 Advanced Greek Exegesis Seminar  
RELI 615 Old Testament Seminar  
RELI 625 New Testament Seminar

OR

#### OUT OF DEPARTMENT CONCENTRATION

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

## EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their MA course

work. Students in the thesis track must pass a successful oral defense of their thesis. Students in the teaching track must pass a successful written or oral defense of their internship.

## DOCTOR OF MINISTRY (30 HOURS)

The D.Min. degree is an advanced professional degree designed to equip persons who are committed to Christian ministry to fulfill their calling at the highest level of excellence in the practice of ministry. The program of study requires a Master of Divinity degree from an accredited theological institution and sufficient experiences in ministry to insure a level of maturity appropriate to engage the intensity of the program design. The degree program identifies reflective thinking, or, more specifically, the ability to think theologically, as the primary skill essential to effective ministry. All aspects of the program build from that assumption. The degree program attempts to address ministry issues developing naturally from the global community which is the context for the 21st century church. Both by academic design and supervision elements, the degree intends to reflect the interactive, laity-involved, team-oriented nature of ministry required to address the needs of the 21st century church.

## ADMINISTRATION OF THE PROGRAM

The D.Min. program operates under the guidance and administration of the Dean of the School of Divinity. Enforcement of all academic policies is at the discretion of the Dean in consultation with the Associate Dean and the Director of the D.Min. program. Instructional personnel, both adjunctive and residential, are appointed by the Dean to whom they are directly responsible.

## DIRECTOR OF THE PROGRAM

The Director of the D.Min. program is responsible for the day to day administration of the program, and the D.Min. office is the primary communication portal for current candidates and prospective candidates.

## COMPONENTS OF THE PROGRAM

The D.Min. degree is a 30-hour degree program comprised of three major components: seminars, supervision, and a ministry project.

## SEMINARS

Five seminars are required of each candidate for which 18 credit hours will be earned. DSDM 501 The Ministry as Life-long Learning and DSDM 510 The Ministry of Biblical Interpretation are required of all students and are prerequisites to all subsequent seminars. All seminars have some aspect of ministry as their primary focal point.



## SUPERVISION

Each D.Min. candidate will complete a minimum of two semesters of Peer Learning Supervision (6 hrs.) under the direction of a School of Divinity appointed Field Supervisor. In lieu of one semester of Peer Learning Supervision, a candidate may substitute one basic unit of Clinical Pastoral Education (CPE), with prior approval of the D.Min. Director. Candidates will participate in structured supervised peer-learning experiences related to their ministry.

## MINISTRY PROJECT

Candidates will design, implement, and reflect upon a self-directed, original project of ministry conducted in the minister's own ministry setting (minimum 6hrs. - Students who do not complete the project in two semesters must register for DSDM 593 each semester until completion).

## PROGRAM OBJECTIVES

The D.Min. degree seeks to enhance the capacity of the minister to engage in theological reflection in the real world in the service of the church and in the context of vocational ministry. Given the diversity of ministry interests, candidates engage their courses of study with the following Program Objectives in mind.

understand ministry as a commitment to life-long learning, and to develop appropriate educational strategies within the ministry setting to realize that commitment;

develop an appropriate biblical hermeneutic which incorporates both Old and New Testament studies and fosters meaningful biblical and theological reflection; develop an understanding of the church, and his/her role in it, within a global context, and the capacity to reflect theologically on the implications of that global context for the nature and ministry of the church;

demonstrate the ability to reflect upon the nature of one's ministry by conceptualizing and executing an original project in ministry, reflecting theologically on that project, and defending the project to a committee of faculty and other ministry professionals.

## DEGREE REQUIREMENTS

Seminars (1@ 2 Credit Hours , 4 @ 4 Credit Hours each)	18 Credit Hours
Supervision (2 sems. @ 3 Credit Hours each)	6 Credit Hours
Ministry Project minimum	6 Credit Hours
<b>Total Hours for D.Min. Degree</b>	<b>30 Credit Hours</b>

\*Students who do not complete the Ministry Project in two semesters (minimum 6 hours) must register for DSDM 593, Ministry Project Extension, each semester until completion.

## ADMISSION POLICIES

D.Min. applicants are required to meet admission standards which are both general to the School of Divinity and specific to the degree program. The processes for admission are described in detail as follows.

### GENERAL ADMISSIONS CRITERIA

1. \$40.00 non-refundable application fee, paid online or by credit card or money order - no cash;
2. Original transcripts from all previous undergraduate and graduate study;
3. Three references (one must be educational, the remaining two can be personal, professional, or educational);
4. Church recommendation form (must be filed before beginning first semester);
5. Immunization history (must meet North Carolina's immunization standards); and
6. Provide proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement.

### SPECIFIC ADMISSIONS CRITERIA

1. Completion of the Master of Divinity degree (or its equivalent) from an ATS-accredited institution;
2. Minimum Grade Point Average of "B" (2.75 on 4.0 scale) in Master of Divinity (or its equivalent) studies;
3. Three years significant ministerial experience beyond the first graduate theological degree;
4. Placement in a full-time vocational ministry setting;
5. Ministry Essay  
The applicant will submit a 10-15 page double-spaced ministry essay. The essay should discuss the applicant's call to ministry, theology of ministry, history in ministry, goals for ministry, and how he/she believes earning the D.Min. will enrich his/her ministry; and
6. Personal Interview  
Applicants deemed worthy will be invited to the M. Christopher White School of Divinity for a personal interview with the D.Min. Admissions Committee. At this interview the applicant will be given the opportunity to

share his/her understanding of ministry and the D.Min. Based on the applicant's submitted materials, the D.Min. Admissions Committee will dialog with the applicant to assess his/her readiness for D.Min. study.

#### 7. A Background Record Check

Prior to admission, a satisfactory "Criminal Record Check" for all states of residence for the past five (5) years must be submitted to the School of Divinity Office of Admissions with a residence verification statement. Criminal background histories obtained for employment purposes are not acceptable for admission to the School of Divinity. Information received pertaining to criminal background histories will become part of the student's permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the School of Divinity Faculty Admissions Committee. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the School of Divinity Office of Admissions and the Dean of the School of Divinity. Failure to report allegations of such charges may result in immediate dismissal from the program.

#### 8. Aptitude Tests

Test of English as a Foreign Language (TOEFL): This test is required for all candidates for whom English is a second language. The minimum acceptable score is 550 (non-computer test).

Graduate Record Exam: Although not required of all applicants, the D.Min. Admissions Committee may request an applicant take this test to evaluate more fully his/her readiness for D.Min. studies.

Miller Analogies Test: Although not required of all applicants, the D.Min. Admissions Committee may request an applicant take this test to evaluate his/her readiness for D.Min. studies.

### **PROVISIONAL ADMISSION**

In some cases as determined on an individual basis, Provisional Admission may be granted when an applicant does not fully meet the criteria for admission.

At the end of the first semester of enrollment, the Admissions Committee will review the status of all individuals admitted provisionally and will (1) grant full admission to the degree program, or (2) terminate student status.

### **ACCEPTANCE FOR ADMISSION**

1. The D.Min. Admissions Committee, consisting of the Dean or the Associate Dean of the School of Divinity, the Director of the D.Min. program, and the Director of Admissions of the School of Divinity, will meet concerning each applicant. His/her readiness for D.Min. studies will be evaluated on the basis of the materials submitted and a personal interview.
2. Evaluation of applications will be based on the following criteria: Academic ability; Theological preparation and readiness for advanced ministry studies; Ministerial experience and maturity; and Personal and professional integrity.

### **DEADLINES FOR ADMISSION**

1. Candidates must complete the admissions criteria as listed above by sending all information to the Director of Admissions by April 14 prior to Fall matriculation. This insures consideration for acceptance into the program. Applications may also be submitted for admission in Spring or Summer terms. Contact the Director of Admissions for appropriate application deadlines.
2. Completed applications received after April 1 are NOT guaranteed consideration for the program.

### **MAILING ADDRESS**

Office of Graduate Admissions  
Gardner-Webb University School of Divinity  
Box 7308  
Boiling Springs, NC 28017

### **NOTIFICATION OF ADMISSION**

Candidates for the D.Min. program will be notified of their admission status on or before May 15 prior to Fall matriculation. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

## **ACADEMIC POLICIES**

### **ORIENTATION**

Orientation to the School of Divinity, and the degree program is required of all candidates and is a component of the first D.Min. seminar, The Ministry as Life-Long Learning.

## **RESIDENCY REQUIREMENTS**

Residency is required of candidates only during seminars. Currently, all D.Min. seminars are offered as on-campus experiences.

## **TRANSFER OF CREDIT**

Eight (8) hours of doctoral level course work can be transferred into the D.Min. program from another ATS accredited institution upon the approval of the D.Min. Director. This work can be completed prior to entering the D.Min. program or while in the D.Min. program. If a candidate plans to study at another institution during his/her course of study, he/she should seek the approval of the D.Min. Director prior to matriculation at any other institution. Transfer of credit is not guaranteed.

## **FULL TIME STATUS**

All students enrolled in the D.Min. program whose files are active are considered “full-time” students. The minimum hour requirement to maintain full-time status is three hours. There is no “part-time” status in the D.Min. program.

## **INTERRUPTED STATUS**

In special cases a candidate can petition the D.Min. Director to grant him/her interrupted status from the program. If interrupted status is granted, the time limits for completion of the degree are put on hold.

## **RETENTION POLICIES**

All candidates are expected to maintain a GPA of 2.75. In the event that a candidate’s GPA falls below a 2.75, he/she will be placed on probation until he/she is able to raise his/her GPA to 2.75.

If the candidate is unable to raise his/her GPA above 2.75 after two semesters of probation, or if it becomes mathematically impossible for him/her to improve his/her GPA above 2.75, he/she will be suspended from the D.Min. program.

## **APPEAL OF SUSPENSION**

If a suspended candidate believes he/she has a legitimate appeal of his/her suspension, he/she may make a formal appeal to the Director of the D.Min. program. Upon request for an appeal of suspension, the D.Min. director will schedule a time for the D.Min. Admissions Committee to meet with the candidate. The candidate will be allowed to make his/her appeal to this committee. The appeal will be limited to 30 minutes. The candidate will be notified of the decision of the Committee within one week. The decision of the D.Min. Admissions (Appeals) Committee is final.

## **APPEALS COMMITTEE**

The D.Min. Admissions Committee, composed of the Dean or Associate Dean (either of whom serves as chair), Director of the D.Min. program, and a faculty representative, will act as a suspension appeals committee.

## **INCOMPLETE WORK**

A candidate can request an incomplete from a professor. The professor holds complete discretion concerning the granting of an incomplete. If an incomplete is granted, it must be cleared in accordance with University policy by mid-term of the following semester. A candidate will not be permitted to enroll in another seminar until all work from previous seminars is complete.

## **CERTIFICATION OF SATISFACTORY PERFORMANCE IN SUPERVISION**

Certification of satisfactory performance in supervision is required for each component of supervision (Peer Learning and Self-Directed).

1. Certification of CPE (which may be substituted for the second semester of Peer Learning Supervision) will be granted when the Director of the D.Min. program is presented with documentation of a candidate’s completion of one basic unit of Clinical Pastoral Education at an Association of Clinical Pastoral Education (ACPE) certified center;
2. Certification of Peer Learning Supervision will be granted by the D.Min. Director upon the recommendations of the Field Supervisor, the Peer Group, and the Ministry Consultation Committee. The criteria for satisfactory performance will be the candidate’s progress and learning as outlined in the goals of his/her Ministry Development Covenant;
3. Certification of Self-Directed Supervision will be granted by the D.Min. Director upon the recommendation of the Faculty Advisor during the project phase of the D.Min. program. The criteria for satisfactory performance is the candidate’s ability to manage his/her time effectively and follow his/her self-imposed time-line for completion of the program. The candidate will also present to the Faculty Advisor a description of assistance and expertise sought and secured.

### ***APPEAL OF CERTIFICATION***

If any area of supervision is not certified, the candidate has the right to appeal to the D.Min. Director. Upon appeal, the D.Min. Director will meet with the candidate, Field Supervisor, and others serving in a supervisory capacity with regard to the student as deemed appropriate. The candidate will be allowed to make his/her appeal to these individuals. The candidate will be notified within one week of the Director's decision which is final.

### ***ACADEMIC HONESTY***

All work submitted by candidates in each course is presumed to be the candidate's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy on academic dishonesty (see Traditional Undergraduate Student Handbook).

### ***APPLICATION FOR GRADUATION***

A candidate for the D.Min. degree makes application for graduation the fall before he/she anticipates graduating in the Spring. D.Min. degrees will be awarded only in the Spring Commencement. The application for graduation will be filed with the Registrar's Office according to the University academic calendar published annually.

### ***GRADUATION REQUIREMENTS***

A GPA of 2.75 is required for graduation as well as completion of all degree requirements.

### ***TIME LIMITS***

The D.Min. is designed to be completed in a minimum of three years with a maximum time limit of six years. Approval for an extension of time must be granted in advance by the D.Min. Director. The candidate is required to pay extension fees for every Fall and Spring semester beyond the Spring semester of the third year.



# COURSE DESCRIPTIONS

## TRADITIONAL UNDERGRADUATE COURSE DESCRIPTIONS

### ACCT 213 ACCOUNTING PRINCIPLES I

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short and long-term assets, liabilities, partnerships, and corporations. 3 credit hours.

### ACCT 214 ACCOUNTING PRINCIPLES II

Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting and variance analysis. Prerequisite: Accounting 213 or permission of the instructor. 3 credit hours.

### ACCT 313 INTERMEDIATE ACCOUNTING I

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term 134 assets. Prerequisite: Accounting 214 or permission of the instructor. 3 credit hours.

### ACCT 314 INTERMEDIATE ACCOUNTING II

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis. Prerequisite: Accounting 313 or permission of the instructor. 3 credit hours.

### ACCT 315 COST ACCOUNTING

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. Prerequisite: Accounting 214 or permission of the instructor. 3 credit hours.

### ACCT 370 GOVERNMENTAL AND NONPROFIT ACCOUNTING

An examination of the principles of governmental accounting and nonprofit accounting to include classification of accounts, budgeting, and financial reporting for state and local governments and nonprofit organization. Prerequisite: Accounting 214 or permission of the instructor. 3 credit hours.

### ACCT 400 ACCOUNTING INFORMATION SYSTEMS

A course designed to introduce the student to accounting systems design in a computer environment. Prerequisite: Accounting 214 and Computer Information Systems 300 or permission of the Instructor. 3 credit hours.

### ACCT 411 ADVANCED BUSINESS LAW

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing

responsibilities. Prerequisite: Business Administration 300 or permission of the instructor. 3 credit hours.

### ACCT 425 FEDERAL INCOME TAX I

Examines introductory federal income tax provisions and compliance from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisite: Accounting 214 or permission of the instructor. 3 credit hours.

### ACCT 426 FEDERAL INCOME TAX II

Examines advanced federal income tax theory, planning and research from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum focus of the AICPA, emphasizing advanced entity, jurisdictional, tax accounting and planning issues. Prerequisite: Accounting 214 or permission of instructor. 3 credit hours.

### ACCT 430 FORENSIC ACCOUNTING

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees and other stakeholders to commit fraud against their organizations. It will cover prevention, detection and investigative strategies for businesses, nonprofit entities and governmental functions. Prerequisite: ACCT (ACC) 213 and 214 or permission of the instructor. 3 credit hours.

### ACCT 435 ADVANCED ACCOUNTING

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314 or permission of the instructor. 3 credit hours.

### ACCT 450 AUDITING

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314 or permission of the instructor. 3 credit hours.

### ACCT 470 CPA PRACTICE REVIEW

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board. Prerequisite: Student must have senior status. 3 credit hours.

### ARTS 120 ART HISTORY I

A study of prehistoric, non-western, and European art from prehistoric up to the Renaissance, 1400 A.D. The course will be conducted through slide lecture presentation. Required for art minor, art major, art education. No prerequisite. 3 credit hours.

### ARTS 125 ART HISTORY II

Contemporary artists. Review of Medieval Europe, Ottoman to Gothic. Focus on European Art and art of the 20th century worldwide. No prerequisite; however, ARTS 120 recommended to be taken first. 3 credit hours.

### **ARTS 140 19TH CENTURY ART HISTORY**

The study of 19th century European, American and World Art. Lecture and slide lecture on major artists, works of art and styles of art that shaped the period. Covers 1776-1900. Students will supplement classroom study with museum field study. No prerequisite. 3 credit hours.

### **ARTS 145 20TH CENTURY ART HISTORY**

Survey of 20th century European art, artists and art movements that shaped the period. Students will study art within the cultural context of the time. Study of the prehistory of Modern art, Impressionism, Neo-impressionism, Post-impressionism. Painting and culture in America, European influence on American art. No prerequisite. 3 credit hours.

### **ARTS 200 TWO DIMENSIONAL DESIGN**

Introduction to the elements and principles of design as relates to two dimensional surface, graphics, printmaking, painting, and photography. Includes a study of color theory and practice. Required for art majors, minors. (Lab fee \$50.00) No prerequisite. 3 credit hours.

### **ARTS 210 DRAWING I**

Introduction to the fundamentals of drawing in pencil, charcoal, and pen and ink. Emphasis on still life and landscape with an introduction to figure. Students will study techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation will incorporate the elements of design and the principles of organization, into the composition of the page. Required for art majors, minors, and preference given. (Lab fee \$50.00) No prerequisite. 3 credit hours.

### **ARTS 220 THREE DIMENSIONAL DESIGN – DESIGN II**

Design II is an introduction to the elements and principles of design as relates to three dimensional sculpture. Students receive an introduction to color in the applied arts, pottery, and in sculpture. Introduction to the language of art and to the tools and techniques of working plastic media. Media used: plaster, clay, paper-mache, wire, foam. Required for art majors, minors, and preference given. No prerequisite, however ARTS 200 is recommended first. (Lab fee \$50.00) 3 credit hours.

### **ARTS 225 ART SURVEY**

Introduction to major artists and styles in the history of art, emphasis on appreciating art in its context and understanding the elements and principles of design. This is a survey class open the entire student body. 3 credit hours.

### **ARTS 250 CERAMICS I**

Emphasis in the processes and techniques of hand building in clay. Introduction to wheelthrowing, glazing and firing methods including stoneware and Raku. Introduction to terms and vocabulary of ceramics and to ceramics history. No prerequisite. (Lab fee \$50.00) 3 credit hours.

### **ARTS 260 PAINTING I**

Introduction to color theory and practice. This course is an overview; students will receive instruction in the use of variety of techniques while working with acrylic, tempera, gouache, and watercolor.

Lecture and slide examples from art history will supplement all practical experience. Required course activities include a field trip to local museum and participation in the student art show at the end of the semester. (Lab fee \$.) Prerequisite: ARTS 200 or 210. 3 credit hours.

### **ARTS 280 SERIGRAPHY I**

Arts 280 is the first class in technique and procedure of silkscreen printing. Techniques of paper stencil, crayon and tusche blockout, glue block, photo emulsion, as well as other methods will be covered. Emphasis will be on development of personal imagery, compositional development, and understanding of color. No Prerequisite. ARTS 210 or ARTS 200 recommended. (Lab fee \$50.00) 3 credit hours.

### **ARTS 290 SCULPTURE I**

Introduction to sculptural concepts and principles. Additive and subtractive processes using plaster, modeling clay, and wood. Attention to contemporary approach to sculpture and to artist working in the field. No Prerequisite. ARTS 210 or ARTS 220 recommended. (Lab fee \$50.00). 3 credit hours.

### **ARTS 305 CHRISTIANITY AND ART**

Survey of major religious art works and their meaning and contemporary significance for the individual and the church. No prerequisite. 3 credit hours.

### **ARTS 306 AFRICAN AMERICAN ART**

The study of African American art from the late 18th century to the present, concentrating on the 20th century. Students will examine the development of African American art through analysis of the works, examination of political and social influences, and study of artist' biographies. Students will also participate in research projects, which will include writing and/or other application of knowledge. No prerequisite. 3 credit hours.

### **ARTS 322 DRAWING II**

Continued study in drawing in pencil, charcoal, and pen and ink, with introduction to pastel, oil pastel and non-traditional media. Emphasis on content and meaning in drawings. Development of drawing as a preliminary study for other media. Continued study in techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation incorporating the use of the elements of design, and the principles of organization. Study of compositional style of major artists. (Lab fee \$50.00). Prerequisite: ARTS 210. 3 credit hours.

### **ARTS 323 DRAWING III**

Development of an independent style in graphic media through continued studio practice. Wide exploration of drawing media. Emphasis on the development of content and meaning in students' work. Concentration on study of landscape and still life. Development of drawings as finished artistic statements. Development of student portfolio. Study and presentation and care of drawings. Study will be supplemented by field experiences to museums, galleries, and artist's studios. (Lab fee \$50.00) Prerequisite: ARTS 210, 322. 3 credit hours.

### **ARTS 341 FIGURE DRAWING I**

Study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, and field trips to museums/galleries to examine the work. Emphasis on proportional rendering of the figure and an understanding of the skeletal and musculature systems of the figure. Development of graphic skills. Required for art majors, minors. No Prerequisite. (Lab fee \$50.00) 3 credit hours.

### **ARTS 342 FIGURE DRAWING II**

Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slide lecture, study trips to museums and galleries to examine work. Additional study on proportional rendering of the figure. Development of graphic skills. Required for students with a concentration in painting or drawing. Recommended for all art majors. (Lab fee \$50.00) Prerequisite: ARTS 341 3 credit hours.

### **ARTS 343 FIGURE DRAWING III**

Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, field trips to museums, and galleries. Development of individual portfolio in figure drawing and documentation of the work. Required for a concentration in painting or drawing. Recommended for all art majors. (Lab fee \$50.00) Prerequisite: ARTS 342. 3 credit hours.

### **ARTS 344 FIGURE DRAWING IV**

Additional study of the figure drawings of master artists through slides, field trips to museums and galleries. Continued development of individual portfolio in figure drawing and documentation of the work. Emphasis on graphic development. Recommended for students with a concentration in painting or drawing. Recommended for all art majors. (Lab fee \$50.00) Prerequisite: ARTS 343. 3 credit hours.

### **ARTS 352 CERAMICS II**

Emphasis in the processes and techniques of wheel throwing. Some assignments in hand-building and combining wheel and hand-building techniques. Various glazing and firing methods including stoneware, and Raku. Continued study of terms and vocabulary of ceramics. Emphasis on current trends in ceramics. (Lab fee \$50.00) Prerequisite: ARTS 250. 3 credit hours.

### **ARTS 353 CERAMICS III**

This course is an intermediate course concerned with the development of skills and content in ceramic work. Various firing methods linked to glaze development and image control are emphasized. Continued exploration of forming techniques. (Lab fee \$50.00) Prerequisite: ARTS 220, 250, 352. 3 credit hours.

### **ARTS 354 CERAMICS IV GLAZE CALCULATION/KILN CONSTRUCTION**

This course is an advanced ceramic studio for the development of skills and concerns of content in clay work. Emphasis on personal expression and development of an individual clay portfolio. The course will focus on the development of glazes for various temperature ranges and on the knowledge of kiln building and firing. Study will be supplemented by field trips to museums workshops and conferences in the field, with the opportunity to fire and build

different types of kilns. (Lab fee \$50.00) Prerequisite: ARTS 353. 3 credit hours.

### **ARTS 362 PAINTING II**

Continued studies in color theory and practice with emphasis on uses of acrylic media. Study of professional uses of this media, and how it has changed painting. This course will concentrate on the techniques of acrylic paint and mixed media. Students will learn methods of preparing and painting surface, including stretching of canvas. Methods of presentation with participation in the end of semester student exhibition. Emphasis is placed on individual instruction and independent development of student work. (Lab fee \$50.00) Prerequisite: ARTS 260. 3 credit hours.

### **ARTS 363 PAINTING III**

Advanced color theory and practice with emphasis on contemporary approaches. This course will concentrate on the techniques of oil paint, oil pastel, and oil sticks. Students will learn methods of preparing the painting surface, including stretching of canvas. Methods of presentation with participation in end of semester student exhibition. Emphasis is placed on individualized instruction and independent development of student work. (lab fee \$50.00) Prerequisite: ARTS 260. 3 credit hours.

### **ARTS 370 INTAGLIO I**

Arts 370 is the first class in metal plate etching and serves as introduction to the techniques, safety procedures, history and possibilities of creating images with this ancient art media. No prerequisite, ARTS 210 recommended. (Lab fee \$50.00) 3 credit hours.

### **ARTS 372 INTAGLIO II**

Arts 372 is the second class in intaglio etching. Students will practice composition, advanced imaging techniques, and safety procedures while working with traditional etching media and methods. Students will study the history and possibilities of creating images with intaglio methods. (Lab fee \$50.00) Prerequisite: ARTS 370. 3 credit hours.

### **ARTS 373 INTAGLIO III**

Arts 373 is the third class in intaglio. Students will practice composition, advanced imaging techniques, and safety procedures while working with traditional etching media and methods. Students will study the history and possibilities of creating images with intaglio methods. Students will learn new non-toxic methods including uv platemaking and computer imaging techniques. (Lab fee \$50.00) Prerequisite: ARTS 372. 3 credit hours.

### **ARTS 382 RELIEF PRINTMAKING I**

Arts 382 is the first class in relief printmaking. This course will introduce students to relief printing using woodcuts, linocuts, and etchings. Emphasis of the class will be learning effective techniques of the medium and compositional development of the resulting print. No prerequisite. (Lab fee \$50.00). 3 credit hours.

### **ARTS 384 RELIEF PRINTMAKING II**

Arts 384 is the second class in relief printing. This class offers the student the opportunity to practice larger scale methods of relief printmaking introduced in the introductory class. This class will

introduce multiple block, and reduction cut image creation methods. Students of this class will be introduced to new materials, non-toxic methods, and recent developments in the field. (Lab fee \$50) Prerequisite: ARTS 382. 3 credit hours.

### **ARTS 386 RELIEF PRINTMAKING III**

Arts 386 is the third class in relief printmaking offers the students the opportunity to build a portfolio of relief prints using methods learned in 382, and 384. Students will continue to practice multiple block color, and reduction relief methods. Students of the third class will work extensively with new materials and methods used in contemporary work. (Lab fee \$50) Prerequisite: ARTS 384. 3 credit hours.

### **ARTS 388 SERIGRAPHY II**

Serigraphy II is the second class of instruction in screen-printing. Students will advance techniques of screen-printing learned in Arts 280 Serigraphy I. Students in this class will learn new techniques of photo emulsion plate making including creating the image using new non-toxic methods, and materials. (Lab fee \$50) Prerequisite: ARTS 280. 3 credit hours.

### **ARTS 389 SERIGRAPHY III**

Serigraphy III is the third class in screen printing. Students in this class will concentrate on computer generated imagery transferred to the screen through photo emulsion, three color process printing, combination of methods, and self- directed study of techniques, composition and color. (Lab fee \$50) Prerequisite: ARTS 388. 3 credit hours.

### **ARTS 392 SCULPTURE II STONE CARVING**

Work in three-dimensional format using alabaster, soapstone, plaster, and marble. Sculpture using the subtractive process. Attention to contemporary approach to sculpture and to artist working in the field. Ability to learn and use safe shop procedure is necessary. No Prerequisite. (Lab fee \$50.00) 3 credit hours.

### **ARTS 393 SCULPTURE III WELDED METAL SCULPTURE**

Work in three-dimensional format using welded metal. Attention to contemporary approach to sculpture and to artist working in the field. Willingness to learn and use safe shop procedure is necessary. No prerequisite. (Lab fee \$50.00) 3 credit hours.

### **ARTS 410 SENIOR SEMINAR I**

The focus of this class is the preparation of the senior thesis required for all art majors. Students of this class will concentrate on required research, development of outline, and beginning stages of writing for the creative thesis paper that describes content and form of their required senior exhibition work. This class will guide students in preparing their thesis paper and slide portfolio for publication for the School of Performing and Visual Arts. (Lab fee \$50) Fall. Prerequisite: Senior standing. (IL\*) 2 credit hours.

### **ARTS 413 SENIOR SEMINAR II**

Students of Senior Seminar II will bring to a conclusion the work of writing the required creative thesis paper that they begin in Senior Seminar I. Students of the class will select and refine the creative thesis paper that illuminates the salient qualities of their senior exhibit work. Students will be guided in this work by the class instructor and by a thesis committee composed of art faculty. The work of the class will result in a published thesis paper, and a slide

portfolio of senior work that constitutes part of the library of the art department. (Lab fee \$50) Spring. 1 credit hour.

### **ARTS 415 ARTS EDUCATION**

Art Methods consists of clinical observations of the K-12 art classroom in the public school system. This class prepares art students to teach art at the K-12 level through preparation of unit lesson plans for K-12 students within the normal constraints of classroom materials, equipment and time that a student teacher will encounter in the public school system. The student learns procedures for control of the classroom, and for working with the administration and the community to incorporate 21st century goals in lessons provided to K-12 students. Lesson units created in ARTS 415 will be put into practice by the art education student in EDUC 450. Admission to the Teacher Education Program is a required prerequisite before enrolling in ARTS 415. (Lab fee \$50.) 4 credit hours.

### **ARTS 416 TOPICS IN ART HISTORY**

Specific and focused study of one time period, style, movement, subject or geographical region of the world in relationship to art history. Specific and detailed course description to be written and circulated by the instructor prior to offering the course. May be used for study abroad credit upon department approval. May be repeated for credit with change in topic and department approval. 3 credit hours.

### **ARTS 424 SENIOR EXHIBITIONS I**

This course will teach students how to photograph both their two-dimensional and three-dimensional work and how to prepare photographs and vita for successful presentation in various electronic formats. In addition, the course will teach students how to present visual information to graduate schools and the art market through new media. Students will prepare the poster and postcards used to notify the university community of their senior exhibit. Art students taking this class will prepare the slide documentation of their senior exhibit, learn how to format and enclose photographs in the body of the thesis paper, and understand the requirements for publication of the thesis paper. Students will prepare an artist statement, vita, slide record of senior exhibition work and prepare for application to graduate schools, museums, and galleries. Required for all art majors. (Lab fee \$50) Fall. Prerequisite: Senior standing. 1 credit hour.

### **ARTS 426 SENIOR EXHIBITIONS II**

Students in senior exhibitions II will practice exhibition craft by assisting the gallery director in matting and hanging the annual student undergraduate exhibit spring semester. Students will also mat, prepare, and hang the senior exhibition. Students will develop a presentation quality traditional hard copy portfolio of images that includes original work of at least twenty different pieces. Students will learn and practice techniques for presentation of work including social networks and new media. (Lab fee \$50) Spring. Prerequisite: Senior standing. 1 credit hour.

### **ARTS 435 TOPICS IN SCULPTURE**

A course offered as needed to engage students in the continuation and development of work in sculptural methods, materials and media. Attention to contemporary approach to sculpture and to artist working in the field. Willingness to learn and use safe shop procedure is necessary. (Lab fee \$50.00) 3 credit hours.



### **ARTS 455 TOPICS IN CERAMICS**

Specific topics in ceramics. Offered as a way to narrow the focus of a semester's work to one specific area of ceramics. Topics could be Kiln Technology, Raku Firing, Glaze Calculation or other specific topics. May be repeated for credit with change in topic. (Lab fee \$50.00) 3 credit hours.

### **ARTS 460 TOPICS IN PAINTING**

Various specific topics in painting as defined by the individual instructor. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. May be repeated for credit with change in topic. (Lab fee \$50) 3 credit hours.

### **ARTS 462 WATERCOLOR PAINTING**

Beginning watercolor painting emphasizing fundamentals of working with this medium. Development of skills and technique in wet media and mixed media. Study of the principles of pictorial organization and design. Plein-air painting when possible. An overview of the history of watercolor and introduction to significant artists will be presented through class lecture, slides and museum field trips. May be repeated for credit with change in topic. 3 credit hours.

### **ARTS 484 TOPICS IN PRINTMAKING**

Study of specific areas and methods of printmaking as defined by the instructor. Emphasis on development of personal imagery and compositional strength. Designed to allow the student to develop in-depth in one or more areas of printmaking. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. No prerequisite. (Lab fee \$50.00) 3 credit hours.

### **ARTS 495 INDEPENDENT STUDY**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising professor. 3 credit hours.

### **ARTS 496 INDEPENDENT STUDY**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising professor. 3 credit hours.

### **ATTR 101 INTRODUCTION TO ATHLETIC TRAINING**

A course designed to introduce prospective athletic training students to the profession of athletic training, its governing organizations, daily responsibilities and occupational opportunities. Successful completion of this course with its associated observation hours is a requirement for application to the athletic training educational program. (Fall, Spring) 1 credit hour.

### **ATTR 200 ATHLETIC TRAINING CLINICAL I**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 222. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. (Fall) Prerequisite: ATP Admission, ATTR 101, ATTR 222. 2 credit hours.

### **ATTR 201 ATHLETIC TRAINING CLINICAL II**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 225. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. (Spring) Prerequisite: ATTR 200. 2 credit hours.

### **ATTR 222 FIRST AID AND MANAGEMENT OF ACUTE INJURIES AND ILLNESS**

The intent of this course is to provide the athletic training student with the knowledge, skills, and values they must possess to recognize, assess, and treat acute injury or illness of athletes and other physically active individuals. (Spring) 3 credit hours.

### **ATTR 225 RECOGNITION AND CARE OF INJURIES**

The athletic training student will develop the knowledge, skills, and values to identify injury and illness factors that may be encountered by athletes and others involved in physical activity and to plan and begin to identify appropriate care of injuries whether it be through risk management or preventative measures. (Fall) Prerequisite: ATTR 222. 3 credit hours.

### **ATTR 230 FUNDAMENTALS OF PROTECTIVE EQUIPMENT AND PROPHYLACTIC PROCEDURES**

The intent of this course is to provide the student with the fundamental skills associated with fitting, applying, and constructing protective equipment as well as applying preventative taping, wrapping and bracing skills. (Fall) Prerequisite: ATTR 222. 2 credit hours.

### **ATTR 300 ATHLETIC TRAINING CLINICAL III**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 324 and 404. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. (Fall) Prerequisite: ATTR 201. 2 credit hours.

### **ATTR 301 ATHLETIC TRAINING CLINICAL IV**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 325 and 342. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. (Spring) Prerequisite: ATTR 300. 2 credit hours.

### **ATTR 324 EVALUATION OF THE LOWER EXTREMITY**

This course will concentrate on evaluation and recognition of orthopaedic musculoskeletal injuries of the lower extremity. (Spring) Prerequisite: ATTR 225. 3 credit hours.

### **ATTR 325 EVALUATION OF THE UPPER EXTREMITY**

This course will concentrate on evaluation and recognition of orthopaedic musculoskeletal injuries of the upper extremity. (Fall) Prerequisite: ATTR 324. 3 credit hours.

### **ATTR 332 REHABILITATION AND RECONDITIONING**

This course will provide the athletic training student with the knowledge, skills, and values they must possess to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of athletes and others involved in physical activity. (Spring) Prerequisite: ATTR 325. 3 credit hours.

### **ATTR 342 ATHLETIC TRAINING ORGANIZATION AND ADMINISTRATION**

A course designed to expose the athletic training student to the organizational and administrative demands of the traditional and non-traditional employment settings. Special emphasis will be placed on medical terminology used in health professions. (Fall) Prerequisite: ATTR 324. 3 credit hours.

### **ATTR 400 ATHLETIC TRAINING CLINICAL V**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 332. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. (Fall) Prerequisite: ATTR 301. 2 credit hours.

### **ATTR 401 ATHLETIC TRAINING CLINICAL VI**

In this course each student will demonstrate proficiency in cognitive and psychomotor skills learned in ATTR 402. Athletic training students shall perform clinical skills in their assigned clinical experience commensurate with their level of education, competence and experience. (Spring) Prerequisite: ATTR 400. 2 credit hours.

### **ATTR 402 MEDICAL CONDITIONS AND PHARMACOLOGY**

To provide the student with the knowledge, skills, and values to recognize, treat, and refer, when appropriate, general medical conditions and disabilities. An in-depth study of pharmacologic applications, including awareness of indications, contraindications, precautions, and interactions of medication and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. (Fall) Prerequisite: ATTR 332. (IL\*) 3 credit hours.

### **ATTR 404 THERAPEUTIC MODALITIES**

A course to provide the athletic training student with a basic understanding of the underlying principles supportive of the use of therapeutic modalities, including physiological effects of different modalities and how they work as therapeutic agents. (Spring) Prerequisite: ATTR 225. 3 credit hours.

### **ATTR 430 ATHLETIC TRAINING SEMINAR**

This course will summarize the experiences the student has learned and demonstrated within the athletic training program and will serve as final preparation for the Board of Certification Examination. (Spring) Prerequisite: ATTR 404. 3 credit hours.

### **BADM 115 INTRODUCTION TO BUSINESS**

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3 credit hours.

### **BADM 300 LEGAL ENVIRONMENT OF BUSINESS**

This course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations. 3 credit hours.

### **BADM 304 APPLIED BUSINESS STATISTICS**

The course considers the use of statistics in business for better

planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. Prerequisite: Mathematics 105 or equivalent, Computer Information Systems 300 or equivalent or permission of the instructor. (IL\*) 3 credit hours.

### **BADM 305 INTRODUCTION TO MANAGEMENT SCIENCE**

An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory and computer simulation to improve the planning, control and decision making process. Prerequisite: MATH 110 or MATH 151 and BADM 304 or equivalent or permission of the instructor. 3 credit hours.

### **BADM 325 BUSINESS COMMUNICATIONS APPLICATIONS**

A practical approach to business communications using word processing software. Emphasis will be placed on theory, memo and letter writing, formal and informal presentations, and the job search process. 3 credit hours.

### **BADM 340 INTEGRATION OF FAITH, ETHICS, AND BUSINESS**

This elective course will explore the interplay between faith, ethics, and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith and ethics make a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service. 3 credit hours.

### **BADM 345 LEGAL ISSUES IN SPORT**

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators. Cross-listed with SPMG 345. 3 credit hours.

### **BADM 360 INTERNATIONAL BUSINESS**

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

### **BADM 395 CAMPUS NEW YORK**

New York business/career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nations' best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. 1 credit hour.

### **BADM 396 INTERNATIONAL EXPERIENCE**

The course provides the student an opportunity to expand business and cultural horizons by visiting and studying in different

international sites. The course can be taken more than once for different international experiences. 1-3 credit hours (variable).

### **BADM 397 INTERNATIONAL BUSINESS INTERNSHIP**

Extensive formal and informal training in a country other than the student's country of origin in both foreign language conversation and business practices. Prerequisite: FREN/SPAN 211 or equivalent in another language. 3-12 credit hours.

### **BADM 420 INTERNSHIP IN BUSINESS**

Prerequisite: Junior standing or by department approval. 1-6 credit hours.

### **BADM 480 SENIOR SEMINAR IN BUSINESS**

A case study approach designed to apply to areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: Senior standing; ACCT 214, BADM 304, CISS 300, ECON 204, FINC 312, MGMT 316, MRKT 300, or permission of the instructor. 3 credit hours.

### **BADM 495, 496 INDEPENDENT STUDY**

Supervised study program in a field of special interest. Prerequisite: Approval of department chair and instructor. 1-6 credit hours.

### **BADM 498 PRACTICAL PROJECT EXPERIENCE**

This class implements service learning in a course that integrates the skills and knowledge students have learned in previous business classes covering finance, accounting, operations management, marketing, organizational behavior, human resource management, information technology, and communications, while embodying "For God and Humanity." The class selects and performs a suitable charitable project during the semester, including fundraising, performance of the project, public and media relations, and creating and maintaining a project website. 3 credit hours.

### **BIOL 101 HUMAN BIOLOGY**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. This class is NOT intended for biology majors and biology majors with teacher licensure. It is intended for non-science majors. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **BIOL 104 ENVIRONMENT**

Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **BIOL 105 MICROBIOLOGY FOR THE HEALTH SCIENCES**

A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for Biology majors.) F, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **BIOL 111 GENERAL BIOLOGY**

Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities. This class is NOT intended for non-science majors. It is intended for biology majors, biology majors with teacher licensure, and elementary education majors. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **BIOL 201 INVERTEBRATE ZOOLOGY**

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. F, odd years. Lab included. Prerequisite: BIOL 111. 4 credit hours.

### **BIOL 202 VERTEBRATE ZOOLOGY**

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. S, even years. Lab included. Prerequisite: BIOL 111. 4 credit hours.

### **BIOL 203 HUMAN ANATOMY AND PHYSIOLOGY I**

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Integumentary, skeletal, muscular, and nervous systems covered. F, S. Lab included. Prerequisite: BIOL 101 with a grade of "C" or higher, or BIOL 111 with a grade of "C" or SAT Critical Reading of 500 AND SAT Math of 500, or ACT Composite score of 22, ACT English Subscore of 21, ACT Math Score of 18, and ACT Reading Score of 20, or TEAS V composite score of 57, or Kaplan overall score of 67. 4 credit hours.

### **BIOL 204 HUMAN ANATOMY AND PHYSIOLOGY II**

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and Prerequisite: BIOL 203 with a grade of "C" or higher, or permission of instructor. 4 credit hours.

### **BIOL 206 GENERAL MICROBIOLOGY**

Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. S. Lab included. Prerequisite: BIOL 111 or permission of instructor. 4 credit hours.

### **BIOL 207 GENERAL BOTANY**

An introduction to the study of plants including aspects of morphology, anatomy, cell physiology, reproduction, growth, development, ecology, and taxonomy. F, S. Lab included. Prerequisite: BIOL 111. 4 credit hours.

### **BIOL 222 MEDICAL TERMINOLOGY**

An introduction to definitions, proper spelling, usage, and pronunciation of appropriate terminology used in health professions. S. Prerequisite: BIOL 203. 1 credit hour.

### **BIOL 301 GENETICS**

Study of principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. S. Lab included. Prerequisite: BIOL 111 and CHEM 201. 4 credit hours.

### **BIOL 310 NUTRITION**

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle.. Offered on demand. Lab included. Prerequisite: BIOL 111 and CHEM 201 or permission of instructor. 4 credit hours.

### **BIOL 315 GENERAL AND COMPARATIVE ANIMAL PHYSIOLOGY**

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Offered on demand. Lab included. Prerequisite: BIOL 111 and CHEM 201. 4 credit hours.

### **BIOL 320 PLANT SYSTEMATICS**

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Offered on demand. Lab included. Prerequisite: BIOL 207 strongly recommended. 4 credit hours.

### **BIOL 335 PATHOPHYSIOLOGY**

Study of alterations in normal body structure and function associated with various disease processes. Offered on demand. Prerequisite: BIOL 203 and BIOL 204. 3 credit hours.

### **BIOL 352 CELL BIOLOGY**

Survey of cellular structure and function with emphasis on current methods of studying cells. S, even years. Lab included. Prerequisite: BIOL 111 and CHEM 201. 4 credit hours.

### **BIOL 385, 386 PRACTICUM IN LIFE SCIENCES**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all Biology majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Offered by arrangement. Prerequisite: approval of department chair and laboratory instructor(s). 1 credit hour.

### **BIOL 387 ISSUES IN SCIENCE AND RELIGION**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. S, odd years. 3 credit hours.

### **BIOL 391, 392, 491, 492 BIOLOGY SEMINAR**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation. Juniors will enroll in 391 and 392, and seniors in 491 and 492. F, S. Writing Level II. Prerequisite: 12 semester hours in Biology at or above 200 level courses. BIOL 491 (IL\*). 1 credit hour.

### **BIOL 402 ECOLOGY**

Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. F, S, on demand. Lab included. Prerequisite: BIOL 111 and either BIOL 201, 202, 207, or 320. 4 credit hours.

### **BIOL 404 DEVELOPMENTAL BIOLOGY**

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. S, odd years. Lab included. Prerequisite: CHEM 201. 4 credit hours.

### **BIOL 405 TOPICS IN ADVANCED BIOLOGY 1**

Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Offered on demand. Prerequisites: BIOL 111 and permission of instructor. 1-4 credit hours.

### **BIOL 411 IMMUNOLOGY**

Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. S, odd years. Lab included. Prerequisite: CHEM 202. 4 credit hours.

### **BIOL 422 BIOCHEMISTRY**

This course covers the basics and principles of biochemistry. Topics covered include examining the structure and function of biomolecules, including carbohydrates, lipids and proteins. Additional topics include enzyme action, metabolism, signal transduction, and pharmacology and toxicology aspects. F. Lab included. Prerequisite: CHEM 202 with minimum grade of C. 4 credit hours.

### **BIOL 493, 494 INTERNSHIP IN BIOLOGY I & II**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom. Offered on demand. Prerequisite: 16 semester hours in the major. 3 credit hours.

### **BIOL 495, 496 INDEPENDENT STUDY**

Individual work planned to meet the need and interests of qualified students. Time and credits must be arranged in semester prior to term in which work is done. Must be arranged. 1 to 3 credit hours (variable).

### **CHEM 103 INTRODUCTORY CHEMISTRY**

Recommended for non-science and nursing majors. Emphasis on application of the basic principles of chemistry. Topics include the scientific method, chemical measurements, dimensional analysis, fundamental chemical nomenclature, chemical reactions, stoichiometry, and applications of chemistry. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) Prerequisites: placement out of MATH 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 4 credit hours.



### **CHEM 111 GENERAL CHEMISTRY I**

Recommended for first-year science and mathematics majors. This course is the first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry. Topics include scientific measurements, dimensional analysis, chemical formulas, nomenclature, stoichiometry, reactions in aqueous solutions, gas laws, electronic structure of the atom, and physical properties. F. Lab included. (Lab Fee: \$30.00) Prerequisite: Mathematics, Advanced High School Algebra recommended. (This course may not be used with CHEM 103 to meet basic science course requirements.) 4 credit hours.

### **CHEM 112 GENERAL CHEMISTRY II**

This course is a continuation of CHEM 111. Topics include solutions, chemical thermodynamics, chemical equilibrium calculations, reaction rates and kinetics, acid-base equilibria, chemical bonding, and molecular geometry. S. Lab included. (Lab Fee: \$30.00) Prerequisite: CHEM 111 with minimum grade of C. 4 credit hours.

### **CHEM 201 ORGANIC CHEMISTRY I**

Basic principles of bonding, conformational analysis, and structure of simple hydrocarbons, alcohols, and alkyl halides. Emphasis is placed on substitution, elimination, and addition reactions. An introduction to functional group analysis of reactivity and chemical synthesis is also included. The laboratory involves introduction to preparatory organic chemistry with emphasis on purification and characterization techniques. F. Lab included. Prerequisite: CHEM 112 with a minimum grade of C. 4 credit hours.

### **CHEM 202 ORGANIC CHEMISTRY II**

Study of the structure and reactivity of dienes, aromatic molecules, alcohols, ethers, aldehydes, ketones, and carboxylic acid derivatives. Emphasis is placed on mechanistic analysis of reactions and chemical synthesis. The laboratory involves the introduction of spectroscopic and chromatographic methods as well as a continuation of preparatory techniques. S. Lab included. Prerequisite: CHEM 201 with a minimum grade of C. 4 credit hours.

### **CHEM 301 ANALYTICAL CHEMISTRY**

Introduction to modern analytical chemistry. Emphasis on theory and practice of fundamental principles of analysis, solution equilibria, and electrochemistry. F, even years. Lab included. Prerequisite: CHEM 201. 4 credit hours.

### **CHEM 302 INSTRUMENTAL ANALYSIS**

Emphasis on spectroscopy and separation techniques, instrumentation theory, quantitative/qualitative analysis. S, odd years. Lab included. Prerequisite: CHEM 201. 4 credit hours.

### **CHEM 310 ENVIRONMENTAL CHEMISTRY**

Application of the fundamental principles of chemistry and chemical thermodynamics to understand the chemical processes in the atmosphere, hydrosphere, and lithosphere. S. Lab included. Prerequisite: CHEM 112 with a minimum grade of C. 4 credit hours.

### **CHEM 351 INORGANIC CHEMISTRY**

Survey of fundamental principles in inorganic chemistry. The course will focus on the bonding, structure, and reactivity of main group and coordination compounds as well as organometallic species of the transition metals. Aspects of bioinorganic chemistry will also be

discussed. The laboratory will provide instruction in various techniques in preparatory inorganic chemistry. S, on demand. Lab included. Prerequisite: CHEM 202. 4 credit hours.

### **CHEM 385, 386 PRACTICUM IN CHEMISTRY**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours credit may be used toward filling major requirements. Offered by arrangement. Prerequisite: approval of department chair and laboratory instructor(s). 1 credit hour each semester.

### **CHEM 391, 392, 491, 492 CHEMISTRY SEMINAR**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, 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. F, S. Writing Level II. Prerequisite: CHEM 202. CHEM 491 (IL\*). Each course 1 credit hour each semester.

### **CHEM 401 PHYSICAL CHEMISTRY I**

Emphasis on fundamental laws of thermodynamics, equations of state, and phase equilibria. F, odd years. Lab included. Prerequisite: CHEM 201 and MATH 151. 4 credit hours.

### **CHEM 402 PHYSICAL CHEMISTRY II**

Emphasis on fundamentals of physical and chemical kinetics, solution equilibria, and introduction of quantum mechanics. Seven years. Lab included. Prerequisite: CHEM 401. 4 credit hours.

### **CHEM 405 TOPICS IN ADVANCED CHEMISTRY**

Study of specific areas in chemistry not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests. Offered on demand. Prerequisite: CHEM 111 and permission of the instructor. 1-4 credit hours.

### **CHEM 420 AQUATIC CHEMISTRY**

This course will focus on the geochemical processes that control the composition of surface and ground waters, both in their pristine and contaminated state. It will also familiarize the students with publicly-available computer codes which are the standard in the environmental industry. F, odd years. Lab included. Prerequisite: MATH 151. 4 credit hours.

### **CHEM 422 BIOCHEMISTRY**

This course covers the basics and principles of biochemistry. Topics covered include examining the structure and function of biomolecules, including carbohydrates, lipids and proteins. Additional topics include enzyme action, metabolism, signal transduction, and pharmacology and toxicology aspects. F. Lab included. Prerequisite: CHEM 202 with minimum grade of C. 4 credit hours.

### **CHEM 493, 494 INTERNSHIP IN CHEMISTRY I & II**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom. Offered on demand. 3 credit hours.

### **CHEM 395, 396, 495, 496 INDEPENDENT STUDY**

Individual work designed to meet the needs and interests of exceptionally qualified Department of Natural Sciences/168 students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits by arrangement in semester prior to term in which work is done. Offered on demand. 1-3 credit hours each semester.

### **CISS 160 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS**

For non-business majors. A general introduction to computer information systems, with an emphasis on the application of Microsoft Office tools for business, such as spreadsheets, databases, and web development. 3 credit hours.

### **CISS 201 PROGRAMMING LANGUAGE**

Programming skills for business applications, including basic programming logic, typical programming structures, object-oriented and structured methodologies. Included is an introduction to Internet programming language such as Java. (Spring) 3 credit hours.

### **CISS 202 PROGRAMMING LANGUAGE II**

An intermediate programming course focusing on object oriented programming concepts like classes, encapsulation, inheritance, and polymorphism. The class will also include the topics of graphical user interfaces, file input/output and exception handling. Utilizes an object oriented language like Java or similar. (Fall) Prerequisite: CISS 201. 3 credit hours.

### **CISS 280 PROGRAMMING IN PYTHON**

A study of the basics of programming with Python. Emphasis on expressions, variables, conditionals, loops, lists, sets, dictionaries, functions, objects, and exceptions. Topics will also include program design, Boolean logic, debugging, input/output, and object oriented programming. (Fall of odd years) Prerequisite: CISS 201. 3 credit hours.

### **CISS 285 C PROGRAMMING LANGUAGE**

An introduction to the language, syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++. (Fall of even years) Prerequisite: CISS 201. 3 credit hours.

### **CISS 300 MANAGEMENT INFORMATION SYSTEMS**

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel. 3 credit hours.

### **CISS 350 INTRODUCTION TO MULTIMEDIA PROCESSING**

The Study of basic topics in digital multimedia from Computer Science point of view. The class will include introduction to image, sound and video representation in digital form and the study of the basic algorithms for image, sound and video manipulation. Students will need to write their own programs in Java or C/C++ to manipulate multimedia objects. (On demand) Prerequisite: CISS 201. 3 credit hours.

### **CISS 352 PRINCIPLES OF PROGRAMMING WITH COBOL**

Computer problem solving using COBOL as a vehicle. Prerequisite: CISS 201. 3 credit hours.

### **CISS 360 ASSEMBLY LANGUAGE PROGRAMMING AND ARCHITECTURE**

Low-level programming in assembly language and an introduction to principles of hardware design. (Fall of odd years) Prerequisite: CISS 201. (IL\*) 3 credit hours.

### **CISS 361 OPERATING SYSTEMS AND COMPUTER ARCHITECTURE**

Survey operating systems and principles of operating systems. Examine principles of LINUX design and programming. (Spring of even years) Prerequisite: CISS 360. 3 credit hours.

### **CISS 371 SYSTEMS ANALYSIS AND DESIGN**

Study of the systems development life cycle (SDLC) with focus on the planning, analysis, and design processes. Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations. Prerequisite: CISS 300. 3 credit hours.

### **CISS 375 INTRODUCTION TO COMPUTER AND NETWORK SECURITY**

The study of computing security vulnerabilities and techniques and tools for developing secure applications and practicing safe computing. (Spring of even years) Prerequisite: CISS 201. 3 credit hours.

### **CISS 380 DATA STRUCTURES AND ALGORITHM ANALYSIS**

A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design.(Spring) Prerequisite: CISS 202. 3 credit hours.

### **CISS 423 SURVEY OF PROGRAMMING LANGUAGES**

Introduction to the history and design of programming languages. The applicability of languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. (Spring of odd years) Prerequisite: CISS 201. 3 credit hours.

### **CISS 425 PROGRAMMING FOR ANDROID DEVICES**

A study of the basics of Android programming. Emphasis on how to design and implement an app both for Android phone and Android tablet. Topics will include designing graphical user interfaces, flow control and data structures, working with multimedia and basic graphics. (On demand) Prerequisite: CISS 201. 3 credit hours.

### **CISS 426 IPHONE AND IPAD PROGRAMMING**

A study of the basics of programming in Objective-C using Cocoa framework. This is the technology used for programming iPhone and iPad apps. Emphasis on how to design and implement an app for these devices. Topics will include designing graphical user interfaces, flow control and data structures, working with multimedia, databases and World Wide Web. (On demand) Prerequisite: CISS 202. 3 credit hours.

### **CISS 432 INFORMATION SYSTEMS PROJECT MANAGEMENT**

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques. Prerequisite: CISS 300. 3 credit hours.

### **CISS 433 DATABASE MANAGEMENT**

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations. (Spring) Prerequisite: CISS 300. 3 credit hours.

### **CISS 440 ARTIFICIAL INTELLIGENCE**

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications. (Spring of odd years) Prerequisite: CISS 380. 3 credit hours.

### **CISS 450 COMPILER DESIGN**

Principles of compiler construction and the building of operating systems. (On demand) Prerequisite: CISS 380 and CISS 361. 3 credit hours.

### **CISS 460 DATA COMMUNICATIONS AND NETWORKING**

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. (Fall) Prerequisite: CISS 300. 3 credit hours.

### **CISS 470 STRATEGIC INFORMATION MANAGEMENT**

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies (Capstone Course). Prerequisite: CISS 300 and Senior Status. 3 credit hours.

### **CISS 471 SOFTWARE ENGINEERING**

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. (Cross-listed with Computer Science). (Spring) Prerequisite: CISS 285, CISS 380, CISS 433. 3 credit hours.

### **CISS 480 TOPICS IN COMPUTER SCIENCE**

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

### **CISS 485 TOPICS IN COMPUTER INFORMATION SYSTEMS**

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

### **CISS 497, 498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS**

By special arrangement with the approval of the department chair. 3 credit hours.

### **COMM 220 DIGITAL MEDIA CONVERGENCE**

Media convergence is the use of multiple mediums to create new media. This course teaches the basics of visual literacy, digital photography, digital audio, digital video, and design. Students learn how these basics combine to produce a multi-media production. NOTE: This course is the prerequisite for all production classes. (Lab Fee.) 3 credit hours.

### **COMM 230 TECHNOLOGY AND AMERICAN SOCIETY**

Surveys the evolution of communication and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of communication media and their influence on society and culture as well as business, economic and political systems in the western world. 3 credit hours.

### **COMM 233 SPEECH**

Instruction in the art of public speaking including creation of material, safe physical preparation and long term care of the student's voice. This is an activity course, which emphasizes performance. 3 credit hours.

### **COMM 235 DEBATE**

Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition. 1 credit hour.

### **COMM 238 ANNOUNCING**

Emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes Guidelines for proper pronunciation, articulation, voice quality and English usage. Also covers working with cameras in specialized announcing situations encountered in the broadcasting industry. (Lab fee.) 3 credit hours.

### **COMM 255 PHOTOGRAPHY**

Introduction to basic photography skills, Including composition and techniques. Student must provide his/her own digital media and photographic printing papers. (Additional cost & Lab Fee.) Concurrent participation in newspaper staff is highly recommended. Prerequisite: COMM 220 or permission of instructor. 3 credit hours.

### **COMM 256 INTERMEDIATE PHOTOGRAPHY**

More advanced photographic work in the studio and in available light conditions. Black and white and color photography is used to communicate ideas and concepts visually. Intermediate Photography is the second in a series of pure photography classes designed to prepare the student for work in the photographic industry, as a freelance photographer or photojournalist. (Additional cost & Lab Fee.) Prerequisite: COMM 255. 3 credit hours.

### **COMM 270 NEW MEDIA SURVEY**

An introduction to the variety of New Media resources provided by the Internet. The use of the Internet as a research tool is emphasized. 3 credit hours.

### **COMM 285 COMMUNICATION IN SPORT**

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. This course will utilize various broadcast, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values. Cross-listed with SPMG 285. (Lab fee) 3 credit hours.

### **COMM 310 DIGITAL MEDIA WRITING**

The study and practice of writing for the media. Provides experience in writing for newspapers, corporate publications, television, radio, film, and the Internet. WC-II. 3 credit hours

### **COMM 313 PRINCIPLES OF PUBLIC RELATIONS**

An examination of theory, procedure and Practice in public relations. Surveys the duties of the PR practitioner. Provides an overview of campaign design, fund raising, budgeting, issues management, contingency planning, problem analysis and use of research tools. Emphasis is on the professional practices and ethical standards important to effective communication within organizations and between organizations and their publics. Prerequisite: COMM 220 or permission of instructor. 3 credit hours.

### **COMM 314 PUBLIC RELATIONS COPY WRITING**

Fundamentals of public relations writing including preparation of press releases and backgrounders, brochures and flyers, newsletters, press kits and news releases, institutional advertising copy, executive speeches and annual reports. Emphasis is on the basics of grammar, style and format. (Lab fee) Prerequisite: COMM 220 and COMM 310. 3 credit hours.

### **COMM 315 PUBLIC RELATIONS TECHNIQUES**

Techniques and skills used in preparing public relations packages for print and electronic media. This course develops a framework for understanding how the various tasks and concepts used in public relations work comes together to shape a campaign that is based in theory. (Lab fee) Prerequisite: COMM 313 and COMM 314. 3 credit hours.

### **COMM 320 MEDIA OPERATIONS AND MANAGEMENT**

An overview of media operations, management and personnel. Introduces the basic aspects of media from the early years to the present. Introduction to public relations, advertising, marketing and sales in the media. 3 credit hours.

### **COMM 342 AUDIO PRODUCTION**

Recording techniques, advertising design and spot production. Includes work in vocal delivery, microphone technique, and digital multi-track recording and mixing for audio and video postproduction. (Lab fee) Prerequisite: COMM 220 or permission of instructor. 3 credit hours.

### **COMM 350 FILM LITERATURE AND CRITICISM**

An overview of the history of cinema and the development of film conventions in visual communication. Looks at film as an art form and a social force. 3 credit hours.

### **COMM 351 COMMERCIAL PHOTOGRAPHY**

Provides photographic experience representative of that typical in professional commercial still photography. Techniques, assignments, expectations, working conditions, types of photographic products, studio procedures, and the marketing and management of the commercial studio will be covered. Commercial photographic techniques will be applied in practical assignments. (Additional cost & Lab Fee.) Prerequisite: COMM 255, COMM 256. 3 credit hours.

### **COMM 359 TOPICS IN FILM**

Analysis and discussion of the cinema. Topics will be determined by the films screened at the campus film festival. (Also offered as ENGL 379). 1 credit hour.

### **COMM 360 INTRO TO DIGITAL VIDEO & NONLINEAR EDITING**

A basic course in digital videography and Nonlinear computer-based video editing that introduces students to the most basic skills and techniques of ENG field production using digital technology. (Lab Fee) Prerequisite: COMM 220 or permission of instructor. 3 credit hours.

### **COMM 370 INTRODUCTION TO COMPUTER GRAPHICS**

An introduction to computer illustration, image scanning, photographic digitizing, and layout design basics through the use of several current software packages. The use of the computer as a presentation organizer and primary presentation tool is also covered. (Lab Fee) Prerequisite: COMM 220 or permission of instructor. 3 credit hours.

### **COMM 379 INTERNET SEMINAR**

Advanced work with the Internet in selected areas of research, interpersonal communication, data storage and retrieval and multimedia applications. 1 credit hour.

### **COMM 380 COMMUNICATION THEORY**

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. WC-II Prerequisite: ENGL 102. (IL\*) 3 credit hours.

### **COMM 400 SPECIAL TOPICS IN COMMUNICATION**

Specialized study in selected areas of the communication industry. Course content will vary and will reflect current developments in the industry and respond to student interest and need. 1-3 credit hours (variable).

### **COMM 401 STUDENT RADIO STAFF**

Practical experience and instruction in all phases of radio station operations through the facilities of WGWG-FM, the university's radio station. Hands-on opportunities are available in audio production, air-shift performance, and management procedures. Prerequisite: COMM 238, COMM 320 and COMM 342 or permission of instructor. 1 credit hour.

### **COMM 402 STUDENT TELEVISION STAFF**

Practical experience and instruction in writing, producing and editing television programming for cable distribution. Prerequisite: COMM 238 and COMM 360 or permission of instructor. 1 credit hour.



### **COMM 449 PUBLIC RELATIONS PORTFOLIO**

An opportunity for the student to develop the public relations portfolio. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost and Lab Fee) Prerequisite: COMM 313, 314, and 315 or consent of instructor. 3 credit hours.

### **COMM 451 IMAGING TECHNOLOGIES**

Image manipulation in black and white and color from original digital sources and scanned negatives. Image work is designed to achieve visual objectives. Techniques learned apply to the portrait studio, publishing and the Internet. (Additional cost & Lab Fee) Prerequisite: COMM 370. 3 credit hours.

### **COMM 459 PORTFOLIO**

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape or photographic art. (Additional cost & Lab Fee) Prerequisite: COMM 255, 256, 351 or consent of instructor. 3 credit hours.

### **COMM 460 INTERMEDIATE DIGITAL VIDEO & NONLINEAR EDITING**

A more advanced course in digital videography and nonlinear computer-based video editing in which students produce longer news, feature and/or dramatic projects. (Lab Fee) Prerequisite: COMM 360 or equivalent. 3 credit hours.

### **COMM 469 VIDEO AND FILM PORTFOLIO**

An opportunity for the student to develop the video and film portfolio. Body of work will encompass long-form program genres such as documentaries and movies. (Lab Fee) Prerequisite: COMM360 and COMM 460 or equivalent. 3 credit hours.

### **COMM 470 ADVANCED COMPUTER GRAPHICS**

Advanced work in Adobe Photoshop and other applications used in publication preparation and multimedia design. (Lab Fee) Prerequisite: COMM 370. 3 credit hours.

### **COMM 472 WEB PUBLISHING**

Application of graphic, illustration, Photographic, and word processing programs in production of web pages on the Internet. HTML code and JAVA script is introduced. Emphasis is placed on visual design, message effectiveness, and site efficiency. Each student will produce his or her own web pages. (Lab Fee). Prerequisite: COMM 370. 3 credit hours.

### **COMM 479 GRAPHIC DESIGN PORTFOLIO**

An opportunity for the student to develop the graphic design portfolio. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost and Lab Fee) Prerequisite: COMM 370, 470, and 472 or consent of instructor. 3 credit hours.

### **COMM 480 LEGAL AND ETHICAL ISSUES IN MASS MEDIA**

Theory and practice of media law with discussion of related contemporary ethical issues. Particular attention will be paid to ways the emergence of the world-wide-web is challenging traditional solutions to communication problems. 3 credit hours.

### **COMM 490 INDEPENDENT STUDY**

Supervised study and/or advanced hands-on development of skills and techniques in one of many disciplines offered in Communication Studies. Prerequisite: (1) Completion of course sequence in area of interest; (2) approval of instructor and department chair. 1-3 credit hours (variable).

### **COMM 491 AND 493 INTERNSHIPS**

491 is for the first internship experience and 493 is for the second internship experience. 3 credit hours.

### **CRLT 101 CRITICAL LITERACY**

A critical examination of language integrating reading and writing. Developing the ability to become rhetorically aware of the complexity of language by reading and analyzing challenging texts and writing informed responses. Students may not take CRLT 101 for credit if they already have credit for ENGL 101 or 102. (Fall, Spring.) 3 credit hours.

### **ECON 201 FREE ENTERPRISE**

Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors. 3 credit hours.

### **ECON 203 PRINCIPLES OF ECONOMICS I (ECONOMICS AND THE FREE MARKET SYSTEM)**

Explores the economic implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. 3 credit hours.

### **ECON 204 PRINCIPLES OF ECONOMICS II**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: Economics 203. 3 credit hours.

### **ECON 302 MONEY AND BANKING**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Prerequisite: ECON 204. 3 credit hours.

### **ECON 303 INTERMEDIATE MICROECONOMICS I**

Topics include microeconomics analysis, utility and price theory, resource allocation for optimization. Prerequisite: Economics 203 and 204. 3 credit hours.

### **ECON 304 INTERMEDIATE MACROECONOMICS II**

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Prerequisite: Economics 204. 3 credit hours.

### **ECON 311 LABOR ECONOMICS**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Prerequisite: ECON 204. 3 credit hours.

### **ECON 401 INTERNATIONAL ECONOMICS**

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. Prerequisite: ECON 204. 3 credit hours.

### **ECON 402 MANAGERIAL ECONOMICS**

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: Economics 303. 3 credit hours.

### **ECON 403 NATIONAL INCOME AND EMPLOYMENT ANALYSIS**

Study of national income concepts, determination of national income, employment, balance of payments. Prerequisite: ECON 204. 3 credit hours.

### **ECON 404 ECONOMIC DEVELOPMENT**

A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development. 3 credit hours.

### **ECON 405 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failure and possible alternatives to markets in solving the problems of pollution and natural resource use. 3 credit hours.

### **ECON 480 CONTEMPORARY ECONOMIC PROBLEMS**

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. Prerequisite: ECON 204. 3 credit hours.

### **EDUC 250 TEACHING IN THE 21ST CENTURY SCHOOLS**

A course designed to be the candidates' first course orienting them to education as a profession, to Gardner-Webb University's School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a Clinical experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area particularly in relation to the North Carolina Standard Course of Study. Because this course sets up all future expectations in the School of Education, it is the pre-requisite for all other education courses and no transfer credit will be accepted for this course. 3-1-4 (All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDUC 250, Teaching in 21st Century Schools and 450, Student Teaching. This fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDUC course with the exception of EDUC 250, Teaching in the 21st Century.) (Fall and Spring) Co-requisite: Math 204 (Elementary Only) 4 credit hours.

### **EDUC 302 LITERACY FOUNDATIONS**

This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development and the methods of teaching various literacy skills. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. (Fall) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. (IL\*) 3 credit hours.

### **EDUC 303 LITERACY FOR THE MIDDLE GRADES CANDIDATE**

This course is a study in communication skills. During this course reading, speaking, writing, listening (or literacy) and various other types of modern technological media will be examined. Emphasis will be on language, no matter the media or means used, as a tool for learning. Therefore whether language is coming through books, computers, Nooks, iPods, iTunes, Internet, or orally through family members, the crux of this course is to understand how language is central to the life of middle level students in grades 5 through 9. (A materials fee is charged for this course.) (Fall) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 4 credit hours.

### **EDUC 306 LITERACY AND LANGUAGE ARTS FOR K-8**

This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Literacy and children's literature will be interwoven to ensure that all students achieve their full literacy potential. The overarching goal will be to examine the relationship between language arts and children's literature as the two processes are integrated while promoting a lifelong interest in books. Emphasis will be placed on many genre of literature that will support the curriculum and meet established standards. (Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 302 with a grade of C or better Prerequisite: EDUC 250 with grade of C or better. 4 credit hours.

### **EDUC 311 FINE ARTS INTEGRATION IN 21ST CENTURY SCHOOLS**

This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. (Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **EDUC 312 PRACTICUM IN LITERACY (K-6)**

A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-6 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement,

diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of literacy instruction. Candidates will work with individual students and small groups in the public school classroom. (A materials fee will be charged for this class.) (Fall and Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 302 with a grade of C or better Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **EDUC 316 TEACHING READING AND WRITING IN THE CONTENT AREAS**

A course designed to give an overview of reading and writing development; to aid in integrating content areas with reading and writing techniques; and to explore the implications of research for teaching at the middle and secondary levels. Middle Grade Language Arts Candidates are required to register for ENGL 391 while taking this course. (Spring) Co-requisite: ENGL 391 for Middle Grades Language Arts majors only. Prerequisite: EDUC 250 with grade of C or better. (IL\*) 3 credit hours.

### **EDUC 350 DIVERSE POPULATIONS IN 21ST CENTURY SCHOOLS**

A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st century schools. This diversity includes cultural, socio-economic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates' articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. (Fall and Spring) Prerequisite: EDUC 250 with grade of C or better. 4 credit hours.

### **EDUC 410 INTRODUCTION TO CURRICULUM INTEGRATION AND ASSESSMENT**

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. (Fall and Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **EDUC 432 METHODS OF TEACHING SECONDARY**

A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. (Spring) Prerequisite: Admission to Teacher Education. Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **EDUC 435 FACILITATING LEARNING IN 21ST CENTURY ELEMENTARY SCHOOLS**

Elementary Education candidates will build on knowledge of individual student development gained in EDUC 350 (Diverse Populations in 21st Century Schools), candidates will apply that knowledge as they assess particular individual student needs, and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. (Fall and Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 4 credit hours.

### **EDUC 436 FACILITATING LEARNING IN 21ST CENTURY MIDDLE SCHOOLS**

Middle School Education will build on knowledge of individual student development gained in EDUC 350 (Diverse Populations in 21st Century Schools), apply that knowledge as they assess particular individual student needs, and collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. (Fall and Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 4 credit hours.

### **EDUC 440 CLASSROOM MANAGEMENT**

This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. (Fall) Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **EDUC 450 STUDENT TEACHING**

A 15-week period of full-time supervised teaching at the appropriate level. The Student Teaching Handbook will provide the guidelines for this course. (Fall and Spring) Prerequisite: EDUC 250 with grade of C or better, Admission to Teacher Education, and all other coursework completed. 12 credit hours.

### **ENGL 101 COMPOSITION I**

Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. (Fall, Spring) 3 credit hours.

### **ENGL 102 COMPOSITION II**

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101. (Fall, Spring) 3 credit hours.

### **ENGL 201 INTRODUCTION TO ENGLISH STUDIES**

An introduction to the many facets of English study, including research and writing methodologies, a working vocabulary of literary terms, stylistics and mechanics, the nature of the discipline, and career options. Required for all English majors; recommended for minors and students contemplating an English major or minor. Should be taken as soon as it is offered upon declaring the major or minor. (Spring, Fall) Prerequisite: English 102. 1 credit hour.

### **ENGL 203 NEWSWRITING**

Fundamentals of gathering and writing the news. Topics will include news values, writing leads, story structure, conducting and using interviews, story types, effective journalistic style, and copy editing using the Associated Press stylebook. Enrolled students will be contributing writers for the campus newspaper. (Fall) Prerequisite: English 102. 3 credit hours.

### **ENGL 204 LITERARY MAGAZINE STAFF**

Experience and instruction in the editing and design of literary magazines, focused on the production of the Gardner-Webb University literary magazine, Broad River Review. (Fall, Spring) Prerequisite: English 102. 1 credit hour.

### **ENGL 211 BRITISH LITERATURE SURVEY I**

Representative writers from the beginnings through the eighteenth century. (Fall, Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 212 BRITISH LITERATURE SURVEY II**

Representative writers from the late eighteenth century to the present. (Fall, Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 231 AMERICAN LITERATURE SURVEY I**

Representative writers from the Colonial period to Whitman. (Fall, Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 232 AMERICAN LITERATURE SURVEY II**

Representative writers from Walt Whitman to the present. (Fall, Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 251 WORLD LITERATURE SURVEY I**

Literature from ancient times through the 16th century in Western and non-Western cultures, excluding British and American. (Fall, Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 252 WORLD LITERATURE SURVEY II**

This course is the second of the World Literature survey courses, which covers material from 1650 through contemporary literatures.

Selected works of literature from the Middle East, Europe, Latin America, Africa, India, Asia, the Pacific Islands and Indigenous Peoples with emphasis on non-European literatures. This course excludes literature from the United States and England. (Fall, Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 270 RHETORIC**

Development of skill in rhetoric, the ancient art or discipline that deals with the use of discourse to inform or persuade or motivate an audience. (Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 301 ADVANCED COMPOSITION**

Intensive practice in and analysis of expository writing with emphasis on process, structure, style, and maturity of expression. (Spring, odd years) WC II course Prerequisite: English 102. 3 credit hours.

### **ENGL 303 PROFESSIONAL WRITING**

Study of appropriate genres and techniques of writing and editing utilized in a variety of professional occupations: desktop publishing, advanced writing skills, articles, brochures, presentation materials based on research, and newsletters. (Spring, odd years) Prerequisite: English 102. 3 credit hours.

### **ENGL 305 CREATIVE WRITING**

Introduction to fundamental techniques of writing fiction, poetry, and drama. (Spring) Prerequisite: English 102, or permission of instructor. 3 credit hours.

### **ENGL 306 POETRY WRITING**

Introduction to the conventions of poetry, in both free verse and fixed forms. Students read and write poetry in a workshop setting using a variety of techniques. Prerequisite: ENGL 305, or permission of the instructor. (Fall, odd years) 3 credit hours.

### **ENGL 309 FICTION WRITING**

Introduction to the conventions of contemporary short fiction. Students read and write short stories in a workshop setting using basic terminology. (Fall, even years) Prerequisite: ENGL 305, or permission of the instructor. 3 credit hours.

### **ENGL 311 MEDIEVAL BRITISH LITERATURE**

Study of Beowulf and other Anglo-Saxon achievements; medieval drama, romance, poetry and Chaucer. WCII course. Prerequisite: English 102. 3 credit hours.

### **ENGL 312 BRITISH LITERATURE FROM 1550 TO 1660**

Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton. Prerequisite: English 102. 3 credit hours.

### **ENGL 314 RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE**

Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others. Prerequisite: English 102. 3 credit hours.



### **ENGL 315 BRITISH ROMANTICISM**

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. Prerequisite: English 102. 3 credit hours.

### **ENGL 316 VICTORIAN LITERATURE**

Poetry of Browning, Tennyson, Arnold, others; selected prose. Prerequisite: English 102. 3 credit hours.

### **ENGL 331 MODERN BRITISH AND AMERICAN LITERATURE**

Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Cather. Prerequisite: English 102. 3 credit hours.

### **ENGL 333 FOUNDATIONS OF AMERICAN CULTURE**

A cultural/historical study of American Renaissance writers such as Hawthorne, Emerson, Stowe, Whitman, Thoreau, Dickinson, Melville, Southworth, Fern, Jacobs, and Douglas. Emphasis on the philosophical underpinnings of American culture. Prerequisite: English 102. 3 credit hours.

### **ENGL 335 FACES OF SOUTHERN LITERATURE**

Study of varying aspects of Southern Literature with focus on themes, cultural populations, genres, or other regional traits. WCII course. Prerequisite: English 102. 3 credit hours.

### **ENGL 339 TOPICS IN AMERICAN LITERATURE**

Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature. WCII course. Prerequisite: English 102. 3 credit hours.

### **ENGL 344 STUDIES IN CONTEMPORARY LITERATURE**

A focused and in-depth study of one contemporary author's work. The selected author usually will coincide with the Gardner-Webb University Visiting Writers Series. May be repeated up to three times. (Spring) Prerequisite: English 102. 1 credit hour.

### **ENGL 354 MYTHOLOGY**

An introductory course, emphasizing Greek mythology, but including myths of other cultures. Students will be expected not only to know the myths, but also to examine the role of myth in the lives of humans and human communities, past and present, through their research and class discussion. Prerequisite: English 102. 3 credit hours.

### **ENGL 356 LITERATURE AND COLONIZATION**

Study of the interaction between literature and colonization. May vary in period and may focus on a particular region, author, or theme. Prerequisite: English 102. 3 credit hours.

### **ENGL 357 CARIBBEAN LITERATURE**

Study of major writers and theories of Caribbean literature, including fiction, poetry, plays, and nonfiction. May vary in period and topic, but historical questions of colonization, Diaspora, race, class, and gender will be discussed. Prerequisite: English 102. 3 credit hours.

### **ENGL 359 TOPICS IN WORLD LITERATURE**

Exploration of modern literary works from a global perspective. Themes, writers, and regions represented will vary. (Opportunities will be provided for the English Education major to examine practical applications of the course content in the secondary classroom.) (Spring, odd years) Prerequisite: English 102. 3 credit hours.

### **ENGL 363 STRUCTURE OF THE ENGLISH LANGUAGE**

Study of the structure of the English language and its development. Emphasizes grammar, but includes usage, morphology, and etymology. (Fall, odd years) Prerequisite: English 102. 3 credit hours.

### **ENGL 364 LANGUAGE AND LITERACY THROUGH THE TWENTY-FIRST CENTURY**

An introduction to the English language beginning with its development from Proto- Indo- European and movement over the centuries to Modern English. Emphasis on the sociotechnological landscape and the way its changing nature continually influences language and literacy. (Opportunities will be provided for the English Education and other teacher education majors to examine practical applications of the course content in the classroom.) Prerequisite: English 102. 3 credit hours.

### **ENGL 373 STUDIES IN FOLKLORE**

An introductory course emphasizing verbal folklore such as folktales, legends and songs in diverse cultures. Focus may be regional, general or literary as interests dictate. Prerequisite: English 102. 3 credit hours.

### **ENGL 375 STUDIES IN THE BRITISH NOVEL**

The British novel taught by periods, themes or authors as determined by the professor. Prerequisite: English 102. 3 credit hours.

### **ENGL 377 STUDIES IN THE AMERICAN NOVEL**

An investigation of the American novel by periods, authors, or topics as determined by the professor. WCII course. Prerequisite: English 102. 3 credit hours.

### **ENGL 378 TOPICS IN LITERARY THEORY**

A focused study of a particular literary theory, critic, or debate, as determined by the professor, with application to literary texts. Prerequisite: English 102. 3 credit hours.

### **ENGL 379 TOPICS IN FILM**

Ongoing discussion of cinema based on selected films. Topics will vary depending on focus of selections. (Cross listed with Communications as COMM 359.) Prerequisite: English 102. 1 credit hour.

### **ENGL 391 WORKSHOP IN ENGLISH I**

Studies in the exploration, research, development and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. May not be taken before second semester of junior year. (Fall, Spring) WC II course Prerequisite: English 201 for all students and EDUC 250 for English Education majors. (IL\*) 1 credit hour.

### **ENGL 392 LITERARY TRAVEL**

A visit of at least a week's duration focusing on places of literary significance. Requires readings, a journal, and a paper assigned by the professor. 1-3 credit hours (variable).

### **ENGL 409 FEATURE WRITING**

Feature article writing for newspapers and magazines. Course emphasizes writing for publication. Workshop format affords students opportunity to pursue special journalistic writing interests such as sports or religious journalism. WCII course. (Spring, even years) Prerequisite: English 203, or permission of instructor. 3 credit hours.

### **ENGL 411 SEMINAR IN BRITISH LITERATURE**

Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange and analytical discussion. Prerequisite: English 102. 3 credit hours.

### **ENGL 413 SHAKESPEARE**

Study of representative plays and poetry. (every Spring) Prerequisite: English 102. 3 credit hours.

### **ENGL 429: TOPICS IN NEW MEDIA STUDIES**

Examination of theories and concepts in new media studies as a field within rhetoric and composition. In addition, students will produce new media texts related to rhetorical, functional, and theoretical frameworks for understanding new media. Topics vary to represent different mediums and digital spaces. Prerequisite: English 102. 3 credit hours.

### **ENGL 431 SEMINAR IN AMERICAN LITERATURE**

Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange and analytical discussion. Prerequisite: English 102. 3 credit hours.

### **ENGL 434 AFRICAN AMERICAN LITERATURE**

Representative African American works from the 18th Century to the present: nonfiction, poetry, lyrics, plays, short fiction, and novels. Prerequisite: English 102. 3 credit hours.

### **ENGL 471 CRITICAL APPROACHES TO LITERATURE**

A study of critical approaches to literary and other texts. Focus on contemporary approaches – such as formalism, deconstruction, reader-response criticism, new historicism, gender theory and others - with practical application of theories to a range of literary texts. (Fall) Prerequisite: English 102. 3 credit hours.

### **ENGL 475 YOUNG ADULT LITERATURE**

This course is designed to provide opportunities for students to engage in a thorough examination of the field of young adult literature. Opportunities will be provided for the student to examine practical and creative applications of the course content in order to enhance the presentation of literature in the secondary or middle grades classroom. (Spring, odd years) Prerequisite: English 102. 3 credit hours.

### **ENGL 481 CLASSROOM METHODS AND MANAGEMENT IN TEACHING ENGLISH**

Instruction in the techniques of teaching English in grades 9-12 in order to establish the types of classroom conditions and student behavior that provide optimal learning environments. Supervised field experience required. Prerequisite: English 102 and EDUC 250. 4 credit hours.

### **ENGL 483 THE TEACHING OF WRITING**

Theories, research, and practice in the teaching of writing. (Spring, even years) WCII course. Prerequisite: English 102 and EDUC 250. 3 credit hours.

### **ENGL 491 WORKSHOP IN ENGLISH II**

(required of all majors) Development of a research and analytical essay/presentation on a subject appropriate to the major. Supervised experience in the research, writing and presentation processes. (Fall, Spring) WC II course Prerequisite: English 391. (IL\*) 2 credit hours.

### **ENGL 493 INTERNSHIP IN WRITING**

Experience involving supervised application of writing skills within an organization outside the classroom. Prerequisite: Writing course(s) above the 200 level, approval of department. Application deadlines: November 1 for spring; April 1 for summer and fall. (Fall, Spring, Summer) 3 credit hours.

### **ENGL 494 WRITING PORTFOLIO**

Students will compile, revise, and edit a body of written work, whether it be creative, professional, or academic. Intended for majors and minors only. To be taken during the student's final semester, or when all writing requirements have been satisfied. (Spring) 1 credit hour.

### **ESOL 332, 333, 334 ESL METHODS/PRACTICUM K-6**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor.) 2 credit hours each semester.

### **ESOL 335, 336, 337 ESL METHODS/PRACTICUM 6-9**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor.) 2 credit hours each semester.

### **ESOL 338, 339, 340 ESL METHODS/ PRACTICUM 9-12**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor.) 2 credit hours each semester.

## **ESOL 400 ESL SEMINAR**

This course is designed to provide final preparation for the ESL Education student before beginning Student Teaching. Major topics covered will be linguistic differences in English and other languages, literacy and diversity, ESL law, ESL assessment devices, and how to be a resource for other disciplines. A basic knowledge of linguistics, reading theory, and diverse populations is required. Prerequisite: ENGL 361, 362, 363, EDUC 302, 305, SOCI 400, and ESOL 332, 335, 338, or Permission of Professor. (IL\*) 3 credit hours each semester.

## **EXSI 200 INTRODUCTION TO EXERCISE SCIENCE**

Study of the field of Exercise Science and the many sub-disciplines that are associated with this term. Opportunities are provided to identify characteristics of exercise science professionals, diverse perspectives, and current trends in the field, in addition to developing laboratory and clinical skills. Emphasis is placed on career planning, employment opportunities, and learning fundamental laboratory and clinical procedures and skills. (Fall, Spring) 3 credit hours.

## **EXSI 224 NUTRITION FOR WELLNESS AND PERFORMANCE**

Study of fundamental nutritional concepts with a special focus on contemporary issues relevant to developing professionals in Exercise Science professions; applications to the support of general wellness and physical performance throughout the lifespan. Lab fee. (Fall, Spring) Co-requisite: EXSI 200 or permission of instructor. 3 credit hours.

## **EXSI 306 EXERCISE PHYSIOLOGY I**

Study of the scientific theories behind the body's acute and chronic physiological responses to exercise and training. Special emphasis will be given to bioenergetics, exercise metabolism, systems physiology, acid-base and temperature regulation. Includes hands-on practical experience in the testing and evaluation of physiological concepts and skills. (Fall) Prerequisite: BIOL 204, CHEM 111, EXSI 200 or permission of instructor. 4 credit hours.

## **EXSI 307 EXERCISE PHYSIOLOGY LABORATORY**

Study of the fundamental concepts of Exercise Physiology through hands-on practical experience in the testing and evaluation of physiological concepts and skills discussed in EXSI 347: Sport and Exercise Physiology. Lab fee (Spring) Co-requisite: EXSI 347 or permission of instructor. 1 credit hour.

## **EXSI 308 INTRODUCTION TO CLINICAL EXERCISE PHYSIOLOGY**

Study of the fundamental concepts of clinical exercise physiology. Special emphases are placed upon contemporary clinical issues relevant to chronic pathologies, the relationship between exercise science and clinical professions, pharmacology, and the purpose of exercise interventions. Lab fee. Prerequisite: EXSI 306 or permission of instructor. (As requested) 2 credit hours.

## **EXSI 310 EXERCISE TESTING AND PRESCRIPTION**

Study of the selection, administration, and interpretation of various health-related fitness assessments; provides the theoretical knowledge and practical skills to design personalized exercise programs that elicit specific physiologic responses and adaptations.

Critical thinking, communication, evidence-based practice and professionalism will be stressed throughout the assessment process, with an emphasis on prescribing safe and effective individualized exercise prescriptions and to prepare for the Health Fitness Specialist (HFS) certification through the American College of Sports Medicine (ACSM). (Fall) Prerequisites: BIOL 204, CHEM 111, EXSI 200, PHED 145 or permission of instructor. 4 credit hours.

## **EXSI 315 MOTOR BEHAVIOR**

An introductory study of basic concepts applicable to motor skill acquisition, motor control and Motor development across the lifespan for students who aspire to become practitioners in movement-oriented professions. (Spring) Co-requisites: BIOL 203; EXSI 200. 3 credit hours.

## **EXSI 320 EXERCISE AND SPORT PSYCHOLOGY**

Study of the psychological skills and methods in sport and exercise, and how sport psychologists, coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport and exercise participation, performance, motivation, and enjoyment. (Spring) 3 credit hours.

## **EXSI 335 KINESIOLOGY**

Study of functional anatomy and biomechanical factors related to human performance. Emphasis will be placed on the analysis of the skeletal, muscular and nervous systems and the biomechanical factors associated with how to achieve efficient motor performance/movement. (Fall/Spring) Prerequisite: BIOL 204, EXSI 200 or permission of instructor. 3 credit hours.

## **EXSI 347 PHYSIOLOGY OF SPORT AND EXERCISE**

Study of the physiological adaptations to exercise. Emphasis is placed on energy metabolism, physiological responses to exercise, and exercise training techniques. (Spring) Prerequisites: BIOL 204, CHEM 111, EXSI 200 or permission. 3 credit hours.

## **EXSI 351 SPECIAL TOPICS IN EXERCISE SCIENCE**

Advanced study in selected current Exercise Science topics chosen on the basis of their impact on the health status of society and on their relevance to students. May be repeated for a maximum of nine (9) hours with no specific topic being taken more than once. (Fall, Spring). 1-3 credit hours.

## **EXSI 360 EXERCISE SCIENCE TRAVEL**

A visit of at least a week's duration focusing on places of value and/or need for the exercise scientist to serve, learn, and/or practice relevant knowledge, skills, and abilities. Minimum requirements include readings, a reflective journal, and paper assigned by the professor of record. (As requested) Prerequisite: EXSI 200 or permission of instructor. 1-3 credit hours.

## **EXSI 406 EXERCISE PHYSIOLOGY II**

Advanced study of the physiology of health, fitness, and performance. Special emphasis will be given to chronic disease risk factor analysis, laboratory assessments of fitness and performance, exercise prescription for healthy and special populations, environmental physiology, body composition and weight management, and ergogenic aids. (Spring) Prerequisites: EXSI 306; or permission of instructor. 4 credit hours.

### **EXSI 410 EXERCISE PROGRAMMING FOR SPECIAL POPULATIONS**

Study of exercise programming throughout the lifespan and management of problems created by disease, disability, and special health conditions. Includes a review of basic principles of exercise testing and prescription; methods for assessment of functional capacity of individuals with the most common health conditions presented to exercise scientists. Critical thinking, communication, evidence-based practice and professionalism will be stressed throughout. (Spring) Prerequisite: EXSI 310 or permission of instructor. 4 credit hours.

### **EXSI 420 STRENGTH AND CONDITIONING THEORY AND PRACTICE**

Study of strength, speed, cardiovascular, and flexibility training through the use of concepts learned in exercise physiology, anatomy, and kinesiology, while also incorporating the psychological principles of peak performance. Emphasis on appropriate exercise program design, safe exercise technique, and ways to assess physical improvement in clients. Designed to prepare future professionals in various sub disciplines of exercise science to apply scientifically sound principles to strength and conditioning programs and to sit for the Certified Strength and Conditioning Certification (CSCS) through the National Strength and Conditioning Association (NSCA). (Fall) Prerequisite: EXSI 306, EXSI 335 or permission of instructor. 3 credit hours.

### **EXSI 421 PRACTICUM IN EXERCISE SCIENCE**

Provides an educational experience for practical application of knowledge, skills and abilities in scientific principles and concepts to human physical conditioning programs involving or related to Exercise Science career interests. (As requested) Prerequisite: Junior or senior Exercise Science majors, Program approval. 1-3 credit hours.

### **EXSI 432 SEMINAR IN EXERCISE SCIENCE**

Study of current issues and research in Exercise Science with the opportunity to synthesize knowledge, skills and abilities in both classroom and practical settings; a written and oral presentation of a research proposal is required. Opportunities to enhance professional and personal development are provided. (Spring) Prerequisite: EXSI 306 or EXSI 335, Valid Adult CPR/AED certification, or permission of instructor. (IL\*) 3 credit hours.

### **EXSI 451 INTERNSHIP IN EXERCISE SCIENCE**

A supervised internship in a professional work environment which will provide the student with exposure to the job market in Exercise Science related businesses and agencies. Students are responsible for 300 hours of work and are required to present detailed reports and reflections. (Summer) Prerequisite: Senior Standing, Valid Adult CPR/AED certification, or permission of instructor. 6 credit hours.

### **EXSI 495/496 INDEPENDENT STUDY IN EXERCISE SCIENCE**

Designed to give students the opportunity to pursue research and/or studies that are not part of the University's traditional course offerings. Students work one-on-one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor. (As requested) Prerequisite: Program approval. 1-6 credit hours.

### **EXSI 497 EXERCISE SCIENCE RESEARCH**

This is the first of a two-semester sequence of courses designed to culminate with the presentation and defense of an Exercise Science Thesis. Students work one-on-one or in small groups with an Exercise Science faculty mentor to develop a thesis statement, review of literature and methodology. (Fall, Spring, Summer) Prerequisite: None. Prerequisites: NONE. 3 credit hours.

### **EXSI 498 EXERCISE SCIENCE THESIS**

Designed to give students the opportunity to complete supervised original research towards the development of an Exercise Science Thesis. Students work one-on-one or in small groups with an Exercise Science faculty mentor to submit and defend a completed thesis. (Fall, Spring, Summer) Prerequisite: EXSI 497, an accepted thesis proposal from EXSI 432, or permission of Instructor. 3 credit hours.

### **FINC 301 PERSONAL FINANCE**

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. 3 credit hours.

### **FINC 312 FINANCIAL MANAGEMENT**

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. Prerequisite: Accounting 213 and 214, Economics 203 and 204. 3 credit hours.

### **FINC 313 FINANCIAL MANAGEMENT II**

This course is designed to expand the student's depth of knowledge and application of financial management concepts and techniques learned in the principles of corporate finance. This course will provide an in-depth study of ethics in finance, capital budgeting, capital structure, financial statement analysis, working capital management, financial forecasting, mergers and acquisitions, and multinational financial management. Prerequisite: Finance 312 and Computer Information Systems 300. 3 credit hours.

### **FINC 320 RISK MANAGEMENT AND INSURANCE**

This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks. 3 credit hours.

### **FINC 335 FINANCE AND ECONOMICS OF SPORT**

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies. Cross-listed with SPMG 335. 3 credit hours.



### **FINC 420 INVESTMENTS**

Investment goals, strategies, and policies for individual investors are examined. Prerequisite: Finance 312 or consent of the instructor. 3 credit hours.

### **FINC 425 INTERMEDIATE CORPORATE FINANCE**

Application-oriented approach to understanding the complexities of obtaining and allocating financial resources. Cases confronting real-world financial issues will be utilized. Prerequisite: FINC 312. 3 credit hours.

### **FINC 430 BANK MANAGEMENT**

An introduction to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. Prerequisite: FINC 312. 3 credit hours.

### **FINC 460 INTERNATIONAL FINANCE**

Explores the role of financial institutions, markets, and strategies in the international context. Prerequisite: FINC 312. 3 credit hours.

### **FREN 101 REAL WORLD FRENCH: GET READY!**

This is a beginning course for students who have had little or no study in French. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. 3 credit hours.

### **FREN 102 REAL WORLD FRENCH: GET SET!**

This is the second part of the beginning course for students who have had some study and exposure to French. It is designed to help students improve basic skills in comprehension, speaking, reading, and writing. It is taught in French with one hour of lab per week. Prerequisite: French 101 or satisfactory score on placement test. 3 credit hours.

### **FREN 201 REAL WORLD FRENCH: LET'S GO!**

This is the first semester of the second year of French language study. Students will increase functional knowledge of the French language. Students are expected to have a basic command of elementary French skills. It is taught in French with one hour of lab per week. Prerequisite: French 102 or satisfactory score on placement test. 3 credit hours.

### **FREN 202 REAL WORLD FRENCH: TRANSITIONS**

This course serves as a bridge between basic and advanced courses in French. Its goal is to prepare students for upper-level French conversation, culture, and literature classes. It is taught in French with one hour of lab per week. Prerequisite: French 201 or permission of department. 3 credit hours.

### **FREN 301 INTENSIVE FRENCH: TEXTS AND CONTEXTS**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. (Every Year) Prerequisite: French 202 or permission of department. 3 credit hours each semester.

### **FREN 302 ADVANCED FRENCH EXPRESSION**

Advanced study of the precision of spoken and written French with an introduction to literary and cultural studies. (Every Other Year) Prerequisite: French 202 or permission of department. (IL\*) 3 credit hours.

### **FREN 305 PRODUCTS, PRACTICES, AND PERSPECTIVES OF FRANCE**

History and civilization of France. 3 credit hours. (On Demand) Prerequisite: French 301, 302 or permission of department. FREN 306 PRODUCTS, PRACTICES, AND PERSPECTIVES OF THE FRANCOPHONE WORLD History and civilization of the Francophone world. (On Demand) Prerequisite: French 301, 302, or permission of department. 3 credit hours.

### **FREN 309 CONTEMPORARY FRANCE**

A study of France in the 20th and 21st centuries and its role in today's world. (On Demand) Prerequisite: French 301, 302, or permission of department. 3 credit hours.

### **FREN 310 FRENCH FOR CAREERS**

Advanced study of the French language as needed for professional careers. (On Demand) Prerequisite: French 301 and 302 or permission of the department. 3 credit hours

### **FREN 311, 312 FRENCH STUDY ABROAD**

Intensive language study, real-world living experience, and travel at the École Internationale de Français in Trois-Rivières, Quebec (Canada) or in Strasbourg (France). 6 credit hours.

### **FREN 315 LIGHTS, CAMERA, ACTION! STUDIES IN FRENCH FILM**

An in depth study of cinematic productions in French. (On Demand) Prerequisite: French 301 and 302 or permission of the department. 3 credit hours.

### **FREN 320, 321 INTERNATIONAL EXPERIENCE**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel. 1-3 credit hours.

### **FREN 332, 333, 334 FRENCH METHODS/PRACTICUM K-6**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 2 credit hours each semester.

### **FREN 335, 336, 337 FRENCH METHODS/PRACTICUM 6-9**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 2 credit hours each semester.

### **FREN 338, 339, 340 FRENCH METHODS/PRACTICUM 9-12**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 2 credit hours each semester.

### **FREN 403 ADVANCED FRENCH ORAL EXPRESSION**

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary. Prerequisite: French 301 and 302 or permission of the department. 3 credit hours.

### **FREN 409 SEMINAR IN FRENCH: SPECIAL TOPICS**

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present France and/or Francophone countries. Prerequisite: (Can be retaken twice for a total of 9 hours if different topics are offered) Prerequisite: French 301 and 302, or permission of department. 3 credit hours.

### **FREN 410 VOICES THAT FORMED OUR WORLD: TEXTS OF FRANCE**

A chronological and/or thematic study of selected texts from France with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisite: FREN 301 and 302 or permission of the department. 3 credit hours.

### **FREN 420 REDISCOVERING NEW WORLDS**

A chronological and/or thematic study of selected texts from the Francophone world with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisite: FREN 301 and 302 or permission of the department. 3 credit hours.

### **FREN 430, 440 ADVANCED STUDIES IN FRANCOPHONE PEOPLES AND CULTURES I, II**

Readings and discussions of selected texts with extensive written and oral work in French. Prerequisite: FREN 301 and 302 or permission of the department. 3 credit hours.

### **FREN 495, 496 INDEPENDENT STUDY I AND II**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need. Prerequisite: Permission of department required. 3 credit hours each semester.

### **GEOG 101 INTRODUCTION TO PHYSICAL GEOGRAPHY**

The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. (Fall). 3 credit hours.

### **GEOG 102 WORLD REGIONS**

The study of physical and human geography of the various world regions. (Spring) 3 credit hours.

### **GEOG 101 PHYSICAL GEOLOGY**

Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, the use of geologic and topographic maps, and environmental issues are considered. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **GEOG 102 HISTORICAL GEOLOGY**

A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic times. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **GEOG 105 OCEANOGRAPHY AND METEOROLOGY**

Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. F, S, Summers variable. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **GEOG 106 ENVIRONMENTAL GEOLOGY**

Intended for non-science majors to fulfill a physical science requirement. This course will blend basic concepts in geology and earth science with their implications in environmental issues including soil loss, water resource depletion and contamination, mining and petroleum issues, geological hazards, beach erosion, energy resources such as nuclear, fossil fuels and alternative energy, etc. F, S on demand. Lab included. (Lab Fee: \$30.00) 4 credit hours.

### **GEOG 405 TOPICS IN GEOLOGY**

Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. Offered on demand. 3 or 4 credit hours.

### **GERM 101 REAL WORLD GERMAN: GET READY!**

This is a beginning course for students who have had little or no study in German. It is designed to help students acquire elementary skills in comprehension, speaking, reading, and writing. It is taught in German with one hour of lab per week. (Fall) 3 credit hours.

### **GERM 102 REAL WORLD GERMAN: GET SET!**

This is the second part of the beginning course for students who have some study and exposure to German. It is designed to help students improve basic skills in comprehension, speaking, reading, and writing. It is taught in German with one hour of lab per week. (Spring) Prerequisite: German 101 or satisfactory score on placement test. 3 credit hours.

### **GERM 201 REAL WORLD GERMAN: LET'S GO!**

This is the first semester of the second year of German study. Students will increase functional knowledge of the German language. Students are expected to have a basic command of elementary German skills. It is taught in German with one hour of lab per week. (Fall) Prerequisite: German 102 or satisfactory score on placement test. 3 credit hours.

### **GERM 202 REAL WORLD GERMAN: TRANSITIONS**

This course serves as a bridge between basic and advanced courses in German. Its goal is to prepare students for upper-level German conversation, culture, and literature classes. It is taught in German with one hour of lab per week. (On Demand) Prerequisite: German 201 or permission of the department. 3 credit hours.

### **GERM 301 INTENSIVE GERMAN: TEXTS AND CONTEXTS**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic German vocabulary. (On Demand) Prerequisite: German 202 or permission of the department. 3 credit hours.

### **GERM 302 ADVANCED GERMAN EXPRESSION**

Advanced study of the precision of spoken and written German with an introduction to literary and cultural studies. (On Demand) Prerequisite: German 202, or permission of the department. 3 credit hours.

### **GERM 315 LIGHTS, CAMERA, ACTION! STUDIES IN GERMAN FILM**

An in depth study of cinematic productions in German. (On demand) Prerequisite: GERM 301 and 302 or permission of the department. 3 credit hours.

### **GERM 320, 321 INTERNATIONAL EXPERIENCE**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel. 1-3 credit hours.

### **GERM 409 SEMINAR IN GERMAN: SPECIAL TOPICS**

A specialized study of various aspects of German literature, culture, and language. (On Demand.) 1-6 credit hours.

### **GERM 495, 496 INDEPENDENT STUDY I AND II**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need. Prerequisite: Permission of department required. 3 credit hours each semester.

### **GLST 430 SPECIAL TOPICS**

A specialized study of various developments in geography. Topics will vary from semester to semester. (Intermittent). 3 credit hours.

### **GLST 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed for Global Studies and other departments through an international study experience. The course can be taken more than once for different international experiences. 3 credit hours.

### **GLST 490 GLOBAL STUDIES SEMINAR**

Guided Reading, group discussion, independent research offer the senior student, and if determined by the Global Studies Coordinator to be necessary, the junior student, the opportunity to study more deeply and comprehensively the multi-disciplinary character of the field. (IL\*) 3 credit hours.

### **GLST 495 INDEPENDENT STUDY**

Open to juniors and seniors who request are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. (Arranged) Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 3 credit hours.

### **GLST 497, 498 INTERNSHIP IN GLOBAL STUDIES**

Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval. (Arranged) 3 credit hours.

### **GREK 101, 102 ELEMENTARY NEW TESTAMENT GREEK I AND II**

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

### **GREK 201, 202 INTERMEDIATE NEW TESTAMENT GREEK I AND II**

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament. Prerequisite: Greek 102. 3 credit hours each semester.

### **GREK 495,496 GREEK EXEGESIS INDEPENDENT STUDY I AND II**

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade. Prerequisite: Greek 202. 3 credit hours each semester.

### **HCMG 200 INTRODUCTION TO HEALTHCARE MANAGEMENT**

This course is an introduction to the healthcare delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained. 3 credit hours.

### **HCMG 300 HEALTHCARE LAW AND ETHICS**

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions. 3 credit hours.

### **HCMG 303 ECONOMICS, BUDGETING, AND FINANCE IN HEALTHCARE**

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management. Prerequisites: ACCT 213, ACCT 214, ECON 203, ECON 204. 3 credit hours.

### **HCMG 310 DIVERSITY AND CULTURE IN HEALTHCARE MANAGEMENT**

This course explores the issues of diversity and culture in healthcare – in human resources, patient's care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease symptoms within a cultural setting and the cultural relativity of illness. 3 credit hours.

### **HCMG 315 HEALTHCARE QUALITY SEMINAR**

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and introduces the concept of systems thinking and dynamic complexity in healthcare organizations. 3 credit hours.

### **HCMG 400 INTRODUCTION TO INTERNATIONAL HEALTH**

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities. 3 credit hours.

### **HCMG 420 PRACTICUM/INTERNSHIP HEALTHCARE MANAGEMENT**

The internship is based in a health services delivery setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex health services organization. The course includes at least 15 hours per week of fieldwork, preparation of a personal assessment and development plan, a weekly seminar, readings, a project applicable to the internship organization, and the preparation of professional executive briefings. The student works under the collaborative guidance of a qualified professional preceptor and a faculty advisor. This course must be taken prior to the Senior Seminar Capstone course. Prerequisite: HCMG 200,300, 303, 310, 315, 400. 3 credit hours.

### **HEBR 101, 102 ELEMENTARY HEBREW I AND II**

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament. 3 credit hours each semester.

### **HEBR 201, 202 INTERMEDIATE HEBREW I AND II**

The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament. Prerequisite: Hebrew 102. 3 credit hours each semester.

### **HIST 101 SURVEY OF WESTERN CIVILIZATION I**

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

### **HIST 102 SURVEY OF WESTERN CIVILIZATION II**

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

### **HIST 200 INTRODUCTION TO HISTORICAL STUDY**

This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the issue of the scope, skills and methods of historical study and writing, including understanding basic terminology, ethics, research sources and methodologies. (Spring) (IL\*) 3 credit hours.

### **HIST 244 SURVEY OF UNITED STATES HISTORY TO 1877**

This course surveys the social, intellectual, economic, geographical and constitutional foundations of the United States. (Fall) 3 credit hours.

### **HIST 245 THE AMERICAN CENTURY**

The course surveys the impact of the U.S. on the world in the 20th Century. It covers the development of the U.S. as it develops into a giant industrial power. (Each semester) 3 credit hours.

### **HIST 311 MEDIEVAL EUROPE**

This course is an advanced seminar which examines the unique political, religious, and artistic European culture forged by the union of the Classical and Christian traditions in the wake of the fall of Rome, from its inception to the thirteenth century. (Fall, odd years) 3 credit hours.

### **HIST 314 MAKING AMERICA: COLONIZATION, REVOLUTION AND THE U.S. CONSTITUTION**

This course surveys the origins of American social and civic life in the seventeenth and eighteenth centuries. Focusing primarily on British and French North America, topics include: the lives of native peoples, transatlantic migrations from Europe and Africa, regional variations across the Atlantic seaboard, origins of the crisis with Britain, the legacy of the American Revolution, the formation of the U.S. Constitution, and the presidential election of 1800. 3 credit hours.

### **HIST 318 CIVIL WAR AND RECONSTRUCTION**

The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences. (Fall, odd years) 3 credit hours.

### **HIST 322 EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. Crosslisted with RELI 322. (Fall, even years) 3 credit hours.

### **HIST 323 MODERN CHRISTIANITY**

Beginning with the Reformation this course is descriptive of church history to the present. (Intermittent) Prerequisite: History 101. Crosslisted with RELI 323. 3 credit hours.

### **HIST 324 AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. Crosslisted with RELI 324. (Intermittent) 3 credit hours.



### **HIST 325 THE HISTORY OF THE NEW SOUTH**

This course follows the development of the American South from Reconstruction to the present. Race relations, culture, economics, and politics are examined in the context of the history of this distinct region of the United States. (Spring, odd years) 3 credit hours.

### **HIST 327 THE RENAISSANCE AND REFORMATION**

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. (Spring, odd years) 3 credit hours.

### **HIST 331 NINETEENTH CENTURY EUROPE**

This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization. (Spring, odd years) 3 credit hours.

### **HIST 332 TWENTIETH CENTURY EUROPE**

The course is designed to provide students with an in-depth understanding of the causes, course and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the dream of European unity, decolonization and the emergence of an interdependent world and the collapse of Soviet hegemony in Eastern Europe on the political, social, economic, cultural, intellectual and diplomatic development of Europe. (Spring, even years) 3 credit hours.

### **HIST 345 NORTH CAROLINA HISTORY**

A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U.S. history. (Spring, even years) 3 credit hours.

### **HIST 380 MODERN GERMANY SINCE 1789**

This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic and military development of modern Germany. The German Question the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the Gardner-Webb University/207 course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad impacts of these events and ideas. (Fall, even years) 3 credit hours.

### **HIST 383 THE SECOND WORLD WAR**

A detailed study of the origins, course and impacts of history's largest, costliest war. The course takes a global perspective and attempts to show the interrelatedness of the war's component theaters of operation and to fit the war into the broader history of the twentieth century world. (Fall, odd years) 3 credit hours.

### **HIST 401 SLAVERY IN THE ATLANTIC**

This course examines the emergence, impact and experience of New World Slavery from 1492- 1877. Course topics include: African and Native American ethnicities, the Atlantic slave trade, plantation slavery in South American and the Caribbean, slave regions, revolts, abolition, and slaves in the United States before and after the Civil War. (Offered in the fall on even years) 3 credit hours.

### **HIST 402 THE LONG CIVIL RIGHTS MOVEMENT**

This course studies the freedom struggle in America from Reconstruction through the 1990s. Topics include: biracial Reconstruction governments, the rise of white terrorism and the Redeemers, Jim Crow, African Americans in World War I, Asian Americans on the west coast, immigration laws in the nineteenth and twentieth century, segregation and desegregation, race and Cold War foreign policy, competing Civil Rights visions, the War on Poverty, Affirmative Action, Latino/a rights in the American southwest, and the emergence of color-blind racism. (Offered in the spring on odd years) 3 credit hours.

### **HIST 411 DIPLOMATIC HISTORY OF THE UNITED STATES**

The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada. (Offered occasionally) 3 credit hours.

### **HIST 414 HISTORY OF ENGLAND TO 1688**

Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty and the constitutional conflicts of the seventeenth century. (Spring, even years) 3 credit hours.

### **HIST 430 SPECIAL TOPICS: EUROPEAN HISTORY**

A specialized study of various historical developments in European History. Topics will vary from semester to semester. (Occasional) 3 credit hours.

### **HIST 431 SPECIAL TOPICS: AMERICAN HISTORY**

A specialized study of various historical developments in American History. Topics will vary from semester to semester. (Occasional) 3 credit hours.

### **HIST 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences. 3 credit hours.

### **HIST 495, 496 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. (Arranged) Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 3 credit hours each semester.

### **HIST 497, 498 INTERNSHIP IN HISTORY**

Three hours credit may apply to the student's major. Prerequisites: junior standing and department approval. (Arranged) 3 credit hours each semester.

### **HLED 221 DIMENSIONS OF PERSONAL HEALTH**

The study of scientifically based, accurate, and current information relating to the development and maintenance of a life-long plan for personal health and wellness. (Fall, Spring) 3 credit hours.

### **HLED 226 HEALTH EDUCATION FOR THE SCHOOL HEALTH EDUCATOR**

This course provides an overview of content areas and skills related to comprehensive school health education for students who wish to become teachers. Topics include concepts related to health and health education, health skills, the six CDC priority risk behaviors, and traditional content areas and skills in comprehensive school health education. Emphasis will be placed on core content knowledge and health skills prospective teachers need to deliver health instruction and be healthy role models for their students. Field Experience Required. (Spring) Prerequisites: EDUC 250 or Consent of Instructor. 3 credit hours.

### **HLED 320 COMPREHENSIVE HEALTH EDUCATION**

This course provides students with the knowledge and skills necessary to plan and implement a sequential curriculum of salient health topics for students K-12. The purpose is to prepare students to promote the development of health knowledge, health-related skills and behaviors, and positive health attitudes leading to improved health status and quality of life for school aged children. Field experience required. (Fall) Prerequisite: EDUC 250. 3 credit hours.

### **HLED 321 TEACHING METHODS FOR HEALTH EDUCATION**

This course prepares students to meet competencies in methodology necessary for teaching K- 12 health. The course focuses on the coordinated school health program, the national health education standards, health literacy, pedagogy, and student assessment strategies. Teaching resources for the 21st Century teacher are explored. Field experience required. (Spring). Prerequisite: EDUC 250 and HLED 320 or permission of the department. 3 credit hours.

### **HLED 323 FIRST AID/CPR WITH INSTRUCTOR CERTIFICATION**

A course designed to provide the citizen responder with knowledge and skills necessary to help sustain life and minimize pain and the consequences of injury or sudden illness. The course also prepares students for instructor certification. Includes American Red Cross basic and instructor certification in First Aid/CPR/AED. Additional fee required for certification. Field experience required. (Fall, Spring) 3 credit hours.

### **HLED 495, 496 INDEPENDENT STUDY**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required. 1-6 credit hours each semester.

### **HONR 320, 321 HONORS TRAVEL-STUDY**

These courses provide the opportunity for students to travel both within the U.S. and abroad in order to experience different cultures, environment, social structures, organizations and cuisine. This course is open to all students with the permission of the Director. 1 credit hour.

### **HONR 395, 396 HONORS SEMINAR**

Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from semester to semester, but recent topics have included: Human Faces of the Holocaust; Chemistry of Daily Life; Revolution; Japanese Language and Culture; Human Nature; Health and Medical Ethics; and Death in American Culture. Open to Junior Honors students. Students may enroll for Honors seminar twice for credit in two different semesters. Other students may enroll with the permission of the instructor(s) and the Honors Committee. FS. 3 credit hours.

### **HONR 400 HONORS RESEARCH**

This is the first of a two semester sequence of courses designed to culminate with the Honors student presenting and defending a Senior Honors Thesis. Each student will work with a mentor in his or her major area of study to develop a thesis statement, a bibliography, preliminary research, and a prospectus for the thesis. FS. 3 credit hours.

### **HONR 401 HONORS THESIS**

Each student will finalize and prepare a Senior Honors Thesis under the guidance of a mentor in his or her major. The Thesis will be presented and defended by the student to all interested members of the academic community. Students are encouraged to present their thesis to the wider academic community at regional or national Honors meetings. FS. 3 credit hours.

### **JOUR 201 STUDENT NEWSPAPER STAFF**

Experience and instruction in all phases of the production of the Gardner-Webb University student online publication, GWU-Today. 1 credit hour.

### **JOUR 202 STUDENT PHOTO STAFF**

Experience and instruction in all phases of photojournalism. Students will work for student publications, University Public Relations, and Sports Information. Prerequisite: Consent of instructor. 1 credit hour.

### **JOUR 211 STUDENT YEARBOOK STAFF**

Experience and instruction in all phases of the production of the Gardner-Webb University student yearbook. 1 credit hour.

### **JOUR 303 NEWSPAPER EDITORIAL STAFF I**

Instruction and hands-on experience in the editing and production of the Gardner Webb University student online publication, GWU-Today. This class is for section editors and will introduce them to the basics of editing the student online publication. Prerequisite: JOUR 201 and JOUR 318 or permission of instructor. May be taken twice as elective credit. 1 credit hour.

### **JOUR 317 REPORTING**

Introduction to basic journalistic skills with emphasis on methodology in interviewing, computer assisted research, writing and reporting the news. Concurrent participation in GWU-Today highly recommended. 3 credit hours.

### **JOUR 318 EDITING**

Advanced journalistic skills with emphasis on the methodology of editing copy for a variety of media. Prerequisite: JOUR 317 or permission of instructor. 3 credit hours.

### **JOUR 355 PHOTOJOURNALISM**

Editorial photography and the challenges of available light conditions are emphasized. Ethics and law central to a photojournalist's activities are also covered. Concurrent participation in GWU-Today is highly recommended. (Additional cost & Lab fee) Prerequisite: COMM 255 or permission of instructor. 3 credit hours.

### **JOUR 375 GRAPHIC DESIGN AND PUBLICATION**

Publication practices and design principles common among the electronic and print media, including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software. (Lab fee) Prerequisite: COMM 370. 3 credit hours.

### **JOUR 403 NEWSPAPER EDITORIAL STAFF II**

Advanced experience in editing and pre-press production of the Gardner-Webb University online publication, GWU-Today. This class is for senior editors and will immerse them in the procedures of online publishing allowing them to plan, edit, design and manage the student online publication. Prerequisite: JOUR 201, JOUR 318, and JOUR 303 and permission of instructor. May be taken twice as elective credit. 2 credit hours.

### **JOUR 450 DOCUMENTARY PHOTOGRAPHY**

Advanced work in photojournalism. Includes in-depth photo story development and photo editing. This course is designed to assist the student in preparing for their portfolio class and obtaining a position as a photojournalist. (Additional cost & Lab Fee) Prerequisite: JOUR 355 or consent of instructor. 3 credit hours.

### **JOUR 459 PORTFOLIO**

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape or photographic art. (Additional cost & Lab Fee) Prerequisite: JOUR 355 or consent of instructor. 3 credit hours.

### **JOUR 491 AND 493 INTERNSHIPS IN JOURNALISM**

JOUR 491 is for the first internship experience and JOUR 493 is for the second internship experience. 3 credit hours.

### **MAED 330 MATH METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. 3-1-3 (Fall and Spring) An iPad and a Teachscape Mini Kit

are required for this course. Prerequisite: MATH 204 with a grade of C or better Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **MAED 432 METHODS OF TEACHING MATH (9-12)**

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. It is recommended that this course be taken during the semester before student teaching. (On demand) Prerequisite: Admission to Teacher Education Program. 3 credit hours.

### **MATH 100 BASIC MATHEMATICAL SKILLS**

A study of selected topics from algebra emphasizing the continuity from arithmetic to algebra and examining applications as time permits. This course does not fulfill the Quantitative Dimension of the Basic Core Requirements. A student will not receive credit for this course after receiving credit for any higher numbered mathematics course. (Fall and Spring) 3 credit hours.

### **MATH 105 FUNDAMENTALS OF STATISTICS AND PROBABILITY**

An introduction to statistical analysis with applications, hypothesis formulation and testing, and introductory principles of probability. The purpose of this course is to prepare the student to converse in the statistical language of business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. (Fall and Spring) Prerequisite: JOUR 355 or consent of instructor. 3 credit hours.

### **MATH 110 FINITE MATHEMATICS**

A study of topics related to elementary matrix algebra, systems of equations and inequalities, linear programming, and the mathematics of finance. The purpose of this course is to prepare the student to converse in the language of linear mathematics and matrices, and the mathematics of finance fundamental to the studies in business and the social sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to in a wide range of life experiences. (Fall and Spring) 3 credit hours.

### **MATH 120 MATH FOR THE LIBERAL ARTS**

The purpose of this course is to give an introduction to and an appreciation for the ways quantitative and geometric reasoning inform problems encountered across a wide range of human activities - from politics and economics to social networking and games. Additionally, the course is designed to introduce the quantitative, computational and problem solving skills necessary for applying that reasoning. 3 credit hours.

### **MATH 150 PRECALCULUS**

A study of algebraic, trigonometric, exponential and logarithmic functions and their applications. The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions foundational to studies in Calculus and the natural sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. (Fall and Spring) 3 credit hours.

### **MATH 151 CALCULUS I**

The graphical and numerical study of the analytic operations of limiting, differentiating and integrating functions and their symbolic application to algebraic, trigonometric, exponential and logarithmic functions. The purpose of this course is to prepare the student to converse in the language of the mathematical analysis of functions fundamental to the studies in higher mathematics and the physical sciences. Additionally, the course is designed to give the quantitative, computational and problem solving skills necessary for those areas, but applicable to a wide range of life experiences. (Fall and Spring) 4 credit hours.

### **MATH 152 CALCULUS II**

A study of the applications and techniques of integration; infinite sequence and series of numbers and functions. (Fall and Spring) Prerequisite: Math 151. 4 credit hours.

### **MATH 204 MATHEMATICS FOR ELEMENTARY TEACHERS**

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: the Quantitative Dimension of the Basic Course Requirements must be completed. 3 credit hours.

### **MATH 205 MATHEMATICS FOR ELEMENTARY TEACHERS II**

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: Math 204. 3 credit hours.

### **MATH 219 CALCULUS FOR BUSINESS AND SOCIAL SCIENCES**

A study of differentiation and integration with applications to business and the social sciences. (On demand) Prerequisite: Mathematics 150 or permission of the department chair. 3 credit hours.

### **MATH 230 FOUNDATIONS OF HIGHER MATHEMATICS**

A survey of the concepts of symbolic logic and set theory, together with an introduction to proof techniques. This course is designed to prepare the student for the study of abstract mathematics. (Spring) Prerequisite: Math 151. 3 credit hours.

### **MATH 251 CALCULUS III**

A study of the calculus of functions of several variables and vector-valued functions and analytic geometry of three dimensions. (Fall) Prerequisite: Math 152. 4 credit hours.

### **MATH 303 MODERN COLLEGE GEOMETRY**

A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry. (Spring of even years) Prerequisite: Math 152 and 230. 3 credit hours.

### **MATH 310 NUMBER THEORY**

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruence, and numerical functions. (Spring of odd years) Prerequisite: Mathematics 151 and 230. 3 credit hours.

### **MATH 311 DISCRETE MATHEMATICS**

A study of elementary combinatorics, graph theory, Boolean algebra, tree building, mathematical induction, networks, and automata. (Spring). Prerequisite: Mathematics 151. 3 credit hours.

### **MATH 325 STATISTICS AND DATA ANALYSIS**

An in-depth introduction to the elements of statistics and data analysis using statistical computing software. (Spring of odd years) Prerequisite: Mathematics 151. 3 credit hours.

### **MATH 331 LINEAR ALGEBRA**

A study of vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. (Fall) Prerequisite: Math 151. 3 credit hours.

### **MATH 332 LINEAR ALGEBRA II**

A continuation of the study of vector spaces, inner product spaces, eigenvalues and eigenvectors, and linear transformations. (on demand) Prerequisite: Mathematics 331. 3 credit hours.

### **MATH 351 DIFFERENTIAL EQUATIONS**

A study of ordinary differential equations and systems with applications. (Spring of even years) Prerequisite: Mathematics 251. 3 credit hours.

### **MATH 352 ADVANCED CALCULUS**

An in-depth exploration of the advanced computational aspects of calculus along with an introduction to the algebraic and analytic foundations of the subject. (Fall of odd years). Prerequisites: Math 251 and 331. 3 credit hours.

### **MATH 370 NUMERICAL METHODS**

A study of numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting and numerical integration. (On demand) Prerequisite: Computer Science 201 and Mathematics 151. 3 credit hours.

### **MATH 404 MODERN ABSTRACT ALGEBRA**

A study of algebraic structures with a focus on groups (Fall of even years) Prerequisite: Mathematics 230 and 331. 3 credit hours.

### **MATH 405 MODERN ABSTRACT ALGEBRA II**

A study of algebraic structures including groups, rings, integral domains, and fields. (On demand). Prerequisite: Mathematics 404. 3 credit hours.

### **MATH 412 ELEMENTARY REAL ANALYSIS**

A study of basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. (Fall of odd years) Prerequisite: Mathematics 230 and 352. 3 credit hours.



### **MATH 421 PROBABILITY THEORY**

A first course in the Mathematical theory of statistical application. The first course focuses on probability theory and distributions of random variables. (Fall of odd years) Prerequisite: Mathematics 251. 3 credit hours.

### **MATH 422 STATISTICAL INFERENCE**

A second course in the Mathematical theory of statistical application. The second course focuses on the topics of statistical inference: estimation, verification and prediction. (On demand) Prerequisite: Mathematics 421. 3 credit hours.

### **MATH 441 FUNCTIONS OF A COMPLEX VARIABLE**

A study of the geometric and analytic properties of harmonic and holomorphic functions of a single complex variable. (Spring of odd years) Prerequisite: Math 251. 3 credit hours.

### **MATH 445 RESEARCH IN MATHEMATICS**

The student will independently investigate a topic in mathematics beyond the classroom curriculum. The results of the investigation will be demonstrated through problem solving and writing a research paper. (On demand) Prerequisite: Mathematics 230, 251, and senior status. (IL\*) 1 credit hour.

### **MATH 480 TOPICS IN MATHEMATICS**

A study of specific areas of mathematics not covered by other upper-level courses. Course content will vary and will reflect student and faculty interest. (On demand) Prerequisite: Mathematics 230 and 251. 3 credit hours.

### **MATH 495, 496 INDEPENDENT STUDY**

Prerequisite: Approval of the department chair and academic dean. 3 credit hours.

### **MGMT 316 PRINCIPLES OF MANAGEMENT**

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

### **MGMT 330 INDUSTRIAL SUPERVISION**

Explores the process and techniques of accomplishing organizational objectives through others. Prerequisite: MGMT 316. 3 credit hours.

### **MGMT 400 HUMAN RESOURCE MANAGEMENT**

Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations. Prerequisite: MGMT 316. 3 credit hours.

### **MGMT 403 HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of human behavior principles common to many types of organizations, with a focus on those in business and industry. Motivation, leadership, followership, and human problems are analyzed. Cross listed as Psychology 403. 3 credit hours.

### **MGMT 410 ENTREPRENEURSHIP**

Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing and advertising considerations. Prerequisite: MGMT 316. 3 credit hours.

### **MGMT 416 OPERATIONS MANAGEMENT**

An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling and project management. Prerequisite: Mathematics 105; Business Administration 304 or 305; MGMT 316; or permission of the instructor. 3 credit hours.

### **MGMT 422 MARKETING MANAGEMENT**

Course addresses marketing research, forecasting, and strategic decision-making. Prerequisite: MGMT 316, MRKT 300. 3 credit hours.

### **MGMT 431 MANAGERIAL CONTROL PROCESSES**

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. Prerequisite: MGMT 316. 3 credit hours.

### **MGMT 435 MANAGERIAL BUSINESS COMMUNICATIONS**

Emphasis on corporate, intercultural, and crisis communication; team presentations; technical writing and editing; presentation software; and public relations. Prerequisite: Business Administration 325. 3 credit hours.

### **MGMT 450 LEADERSHIP**

Includes the definition, traits, and segmentation of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders. Prerequisite: MGMT 316. 3 credit hours.

### **MGMT 485 TOPICS IN MANAGEMENT**

A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once. Prerequisite: MGMT 316. 3 credit hours.

### **MIBS 150 INTRODUCTION TO MUSIC TECHNOLOGY**

Theories, concepts, and terminology of music technology. Study of music notation and sequencing software. Physical/timbral characteristics of acoustic instruments. Technological models that imitate and expand acoustic characteristics. Basics of sound reinforcement systems, storage systems, analog and digital sound systems. Computer applications in sound synthesis, composition and research. 3 credit hours.

### **MIBS 410 MUSIC INDUSTRY SEMINAR**

This course is required for all Music Business Majors but is open to all students upon permission of instructor. Students gain a working knowledge of the music business. (Fee required to attend The League of American Symphony Orchestra Seminar in Arts Management, Fundraising, and Promotion) Overview of the music business including: Music Advertising, Music Promotion, Concert Promotion and Venue Management, Artist Management and Representation, Musician's Union, Web Design for Arts Organizations, Music Retailing, Music Marketing and Merchandising, online music publishing and aspects of Music Publishing, Job Opportunities in Music Business and Career Strategies, School of Performing and Visual Arts/124 American Symphony Orchestra League Seminar in Arts Management and Publicity, Kennedy Center Internship

Opportunities, Internships in Music Business, Fundraising for Arts Organizations and non-profit, Grant writing for arts organizations offered as needed, but no more than once every other year. 3 credit hours.

### **MIBS 300 MUSIC INDUSTRY BUSINESS: BUSINESS AND ENTERTAINMENT LAW**

A study of the legal environments of business, with the study of entertainment law for the music industry business major. Topics which will supplement the existing BADM 300 curriculum will examine commercial law in the entertainment industry, legal restraints on entertainment, intellectual property in entertainment assets, contractual relations in the entertainment industry and other regulatory influences on entertainment, including licensing, taxation and for-profit vs. not-for-profit requirements. This covers all aspects of business law and is also specific for students interested in music business or other types of non-profit law. Fall Semester, offered as needed. 3 credit hours.

### **MIBS 490 INTERNSHIP IN MUSIC BUSINESS**

Students will complete a 15-week Internship at a company in the music industry that offers a varied, practical, and challenging learning experience. The internship will be supervised by a highly-qualified sponsor from the company and the Director (advisor) of the Music Business Program. A detailed Journal, as described in the course syllabus, under Obligations of the intern, is required. In addition, if the student does not satisfy the communications requirement with a COMM class, the student MUST present a lecture presentation of their journal following or at the end of their internship. The Internship experience is an important bridge between academic preparation and career development. At this point the student should have completed most required courses and is expected to have developed a mature knowledge, understanding and attitude regarding their choice of a career in music industry. It is the goal of the Gardner- Webb University Music Business Program to have all Seniors undertake an Internship at a professional firm involved in some facet of the music industry. Offered as needed beginning in fall 2005. Prerequisite: senior standing, permission of instructor. 12 credit hours.

### **MRKT 300 PRINCIPLES OF MARKETING**

A comprehensive analysis of the marketing system and the marketing process. 3 credit hours.

### **MRKT 302 CONSUMER BEHAVIOR**

Concepts, methods and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. Prerequisite: MRKT 300. 3 credit hours.

### **MRKT 304 ADVERTISING AND PROMOTION**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. Prerequisite: MRKT 300. 3 credit hours.

### **MRKT 310 SPORT MARKETING AND PROMOTION**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport.

Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan the promotional proposals. Cross listed with SPMG 310. 3 credit hours.

### **MRKT 402 RETAIL MANAGEMENT**

Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing. Prerequisite: MRKT 300. 3 credit hours.

### **MRKT 404 SALES MANAGEMENT**

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling techniques. Prerequisite: MRKT 300. 3 credit hours.

### **MRKT 406 MARKETING CHANNEL MANAGEMENT**

Identification, selection and management of marketing channels and their modification to improve efficiency and profits. Prerequisite: MRKT 300. 3 credit hours.

### **MRKT 408 INDUSTRIAL MARKETING**

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments. Prerequisite: MRKT 300. 3 credit hours.

### **MRKT 410 MARKETING RESEARCH**

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey and experimental research techniques are covered. Prerequisites: BADM 304 or equivalent, MRKT 300, or permission of instructor. (IL\*) 3 credit hours.

### **MRKT 420 MARKETING MANAGEMENT**

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision making. Prerequisites: MRKT 300 and three 400-level marketing courses; MGMT 316. 3 credit hours.

### **MRKT 466 INTERNATIONAL MARKETING**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution. Prerequisite: MRKT 300. 3 credit hours.

### **MSCI 111 LEADERSHIP AND PERSONAL DEVELOPMENT**

Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. (Fall). Co-requisite: MSCI111L. 1 credit hour.

### **MSCI 111L LEADERSHIP AND PERSONAL DEVELOPMENT LAB**

Application of Basic Leadership Skills through multiple venues including Drill and Ceremony, Land Navigation, Weapons Familiarization, Basic Rifle Marksmanship, Medical Tasks, Individual Movement Techniques, Employing Claymore Mines, Engaging Targets with Hand Grenades, Introduction to the Orders Process, Understanding Army Acronyms, Hand and Arm Signals, and Radio Protocol Procedures. (Fall) Co-requisite: MSCI 111. 1 credit hour.

### **MSCI 112 INTRODUCTION TO LEADERSHIP**

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. (Spring) Co-requisite: MSCI 112L. 1 credit hour.

### **MSCI 112L INTRODUCTION TO LEADERSHIP LAB**

Application of Basic Leadership Skills through multiple venues including Drill and Ceremony, Land Navigation, Weapons Familiarization, Basic Rifle Marksmanship, Medical Tasks, Individual Movement Techniques, Employing Claymore Mines, Engaging Targets with Hand Grenades, Introduction to the Orders Process, Understanding Army Acronyms, Hand and Arm Signals, and Radio Protocol Procedures. (Spring) 1 credit hour.

### **MSCI 146/PHED 146 MILITARY FITNESS**

Military Fitness teaches a fitness program focused on muscular strength, muscular endurance and aerobic endurance. The weekly classes provide students with opportunities for strenuous physical activity, and also serve as examples of exercise routines that students can adopt as personal workout plans. Progress is graded using the Army Physical Fitness Test (APFT). Students must be able to participate in a normal college physical education program. (Fall, Spring) 1 credit hour.

### **MSCI 211 INNOVATIVE TEAM LEADERSHIP**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Includes instruction in troop leading procedures, tactical movement, battle drills, and offensive and defensive operations. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. (Fall) Co-requisite: MSCI 211L. 2 credit hours.

### **MSCI 211L INNOVATIVE TEAM LEADERSHIP LAB**

Application of Intermediate Leadership Skills through multiple venues including Leading Drill and Ceremony, Advanced Land Navigation, Building Terrain Models, Advanced Rifle Marksmanship, Advanced Medical Tasks, Movement Formations, Movement Techniques, Special Teams, Writing Operations Orders, Situation Reporting, Call for Fire, and Introduction to Battle Drills. (Fall). 1 credit hour.

### **MSCI 212 FOUNDATIONS OF TACTICAL LEADERSHIP**

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Includes instruction in terrain analysis, patrolling, tactical orders, route planning, and navigational methods. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course, open to all GWU students. (Spring) Co-requisite: MSCI 212L. 2 credit hours.

### **MSCI 212L FOUNDATIONS OF TACTICAL LEADERSHIP LAB**

Application of Intermediate Leadership Skills through multiple venues including Leading Drill and Ceremony, Advanced Land Navigation, Building Terrain Models, Advanced Rifle Marksmanship, Advanced Medical Tasks, Movement Formations, Movement Techniques, Special Teams, Writing Operations Orders, Situation Reporting, Call for Fire, and Introduction to Battle Drills. (Spring) 1 credit hour.

### **MSCI 311 ADAPTIVE TACTICAL LEADERSHIP**

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. Includes instruction in squad operations, problem solving, and combat orders. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Fall) Prerequisite: MSCI 211, 212 or equivalent. Co-requisite: MSCI 311L. 3 credit hours.

### **MSCI 311L ADAPTIVE TACTICAL LEADERSHIP LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. (Fall) 1 credit hour.

### **MSCI 312 LEADERSHIP IN CHANGING ENVIRONMENTS**

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Includes instruction in



platoon operations, stability and support operations, and garrison orders. Designed to prepare third-year students to perform effectively at the Leadership Development and Assessment Course (LDAC). Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Spring). Prerequisite: 211, 212 or equivalent. Co-requisite: MSCI 312L. 3 credit hours.

### **MSCI 312L LEADERSHIP IN CHANGING ENVIRONMENTS LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. (Spring) 1 credit hour.

### **MSCI 330 AMERICAN MILITARY HISTORY**

American Military History from 1776 to the Contemporary Operating Environment. Study of the threads of continuity throughout America's military career with an emphasis on leadership, technology, doctrinal changes and the formation of today's professional Army. Students are required to participate in a one- to two-day Staff Ride to an historic battlefield to demonstrate the usefulness of historical analysis to today's military leader. (Fall, Spring). Prerequisite: Junior Standing (Sophomores and Freshmen by exception) 3 credit hours.

### **MSCI 411 DEVELOPING ADAPTIVE LEADERS**

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Includes instruction in risk management, training management, code of conduct, rules of engagement, counseling, and evaluations. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Fall) Prerequisite: MSCI 312 Co-requisite: MSCI 411L. 3 credit hours.

### **MSCI 411L DEVELOPING ADAPTIVE LEADERS LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. (Fall) 1 credit hour.

### **MSCI 412 LEADERSHIP IN A COMPLEX WORLD**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Includes instruction in Army organization and modularity, the platoon command team, a battle analysis, and a staff ride. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required. (Spring) Prerequisite: MSCI 411 Co-requisite: MSCI 412L. 3 credit hours.

### **MSCI 412L LEADERSHIP IN A COMPLEX WORLD LAB**

Leadership Lab. Practical application of the material learned in the co-requisite course. (Spring) 3 credit hours.

### **MUSC 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 credit hour each semester.

### **MUSC 105, 106 MUSIC THEORY I AND II**

Introduces the elements of music, primary and secondary triads and seventh chords, four-part writing procedures with suitable ear training, sight-singing, and keyboard assignments. Covers various aspects of musical form, melody, rhythm, harmony, figured bass and music analysis. Students will also learn compositional and improvisational techniques. Computer interaction is required. Prerequisite: MUSC 104 or successful completion of Music Theory Placement Exam. 4 credit hours each semester.

### **MUSC 130 VOCAL CHAMBER ENSEMBLE**

A small, elective ensemble for the performance of vocal literature from all style periods. Open to any major with permission of instructor. 0-1 credit hour.

### **MUSC 131 WOODWIND CHAMBER ENSEMBLE**

A small, elective ensemble for the performance of woodwind literature. Open to any major with permission of instructor. 0-1 credit hour.

### **MUSC 132 BRASS CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of brass literature. Open to any major with permission of instructor. 0-1 credit hour.

### **MUSC 133 STRINGS CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of strings literature. Open to any major with permission of instructor. 0-1 credit hour.

### **MUSC 134 PERCUSSION CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of percussion literature. Open to any major with permission of instructor. 0-1 credit hour.

### **MUSC 135 KEYBOARD CHAMBER ENSEMBLE**

An elective chamber ensemble for the performance of keyboard literature. Open to any major with permission of instructor. 0-1 credit hour.

### **MUSC 136 HANDBELL ENSEMBLE**

An elective ensemble for the performance of handbell literature. Open to experienced handbell players of any major with permission of instructor. 0-1 credit hour.

### **MUSC 137 JAZZ ENSEMBLE**

An elective chamber ensemble for the performance of jazz literature. Open to any student with permission of instructor. 0-1 credit hour.

### **MUSC 138 GUITAR ENSEMBLE**

A small ensemble dedicated to the performance of literature written for multiple guitars. Open to any major with permission from instructor. 0-1 credit hour.



### **MUSC 139 PRAISE ENSEMBLE**

A small ensemble (9-12 students: 6 Vocalists plus Percussionists, Strings, Keyboard, and Instrumentals) which will afford students experience in organizing, planning, rehearsing, leading, and performing Praise Music within the church worship context. Standard and new arrangements may be utilized; some on and off campus performance opportunities may be required. Open to all students of the university with the permission of the instructor. 0-1 credit hour.

### **MUSC 149 GUITAR CLASS I**

Group instruction for beginning and intermediate students of guitar. Emphasis is placed on learning guitar techniques while learning to read music, play simple melodies and chordal accompanying, including beginning guitar literature, popular, and worship music. 1 credit hour.

### **MUSC 150 GUITAR CLASS II**

Group instruction for more advanced students of guitar in a small ensemble setting. Emphasis is placed on learning more advanced guitar techniques for the purpose of performing guitar literature, including popular and worship music. 1 credit hour.

### **MUSC 170, 370 CONCERT CHOIR**

A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year and the beginning of the Fall semester. Open to all students of the university. 0-1 credit hour.

### **MUSC 175, 375 CHORALE**

A large choral group which prepares programs of sacred and secular music for presentation on campus. Open to all students of the university without audition. 0-1 credit hour.

### **MUSC 178, 378 OPERA THEATRE**

Participation in operatic productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic literature. Open to all students, the director's approval is required before registering. Offered Fall Semesters. 0-1 credit hour.

### **MUSC 185, 385 SYMPHONIC BAND**

The Symphonic Band is the main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. This is the mandatory ensemble for instrumental music majors, but non-music major participation is encouraged. 0-1 credit hour.

### **MUSC 186, 386 ORCHESTRA**

A semi-professional orchestra open to all students of the university as well as residents of the community by audition. The orchestra is a member of the League of American Orchestras. Instrumental music majors can receive their large ensemble credit through this ensemble, but non-music major participation is also encouraged. Approval of the director is required before registering. 0-1 credit hour.

### **MUSC 187, 387 PEP BAND**

The Pep Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. The Pep Band is open to all interested instrumentalists at the university. 0-1 credit hour.

### **MUSC 188, 388 MARCHING BAND**

The Marching Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at football games and pep rallies. 0-1 credit hour.

### **MUSC 205 MUSIC THEORY III**

The integrated study of chromatic harmony. A continuation of areas begun in first year theory with additional emphasis on analysis: sonata-allegro, rondo, and variation forms, and composition in smaller forms. Students will learn fundamentals of music technology. Prerequisite: MUSC 106. 3 credit hours.

### **MUSC 206 MUSIC THEORY IV**

A survey of modern trends and thought from Romanticism to the present, including modulation to all keys and electronic music. Includes ear training, analysis, and composition in each style studied. WCII. Prerequisite: ENGL 102 (206 is a Writing Category II course) and MUSC 205. (IL\*) 3 credit hours.

### **MUSC 211 SOPHOMORE QUALIFYING RECITAL**

Presentation of at least 20 minutes of music. Required of performance majors. 1 credit hour.

### **MUSC 225 MUSIC SURVEY**

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

### **MUSC 226 MUSIC LITERATURE**

Survey of music literature in various genres from the Baroque to the present, including listening, analysis, research, and class presentations. Offered in Spring semester. Prerequisite: Prerequisite: MUSC 205, or permission of instructor. 3 credit hours.

### **MUSC 245 BRASS AND PERCUSSION CLASS**

Elementary instruction in the techniques of playing instruments in the brass and percussion families. Fall semester. 1 credit hour.

### **MUSC 246 STRINGS AND WOODWINDS CLASS**

Elementary instruction in the techniques of playing instruments in the string and woodwind families. Spring semester. 1 credit hour.

### **MUSC 247 CONDUCTING FUNDAMENTALS**

An introduction to the fundamentals of conducting. Prerequisites: MUSC 105-106 or equivalent. Spring semester. 1 credit hour.

### **MUSC 248 MARCHING BAND TECHNIQUES**

Marching styles, problems of teaching marching, plotting half-time shows, and instruction in contest and parade participation. Fall semester of even years. 1 credit hour.

### **MUSC 250 VOCAL TECHNIQUES CLASS**

The basics of correct vocal technique taught within a group-private lesson setting. Students learn correct vocal technique and have lab experience teaching beginning vocal techniques individually, in small groups, and in larger classes. This course is designed especially for the music education major with instrumental concentration, though others may enroll with permission of the instructor. 1 credit hour.

### **MUSC 257 VOICE DICTION**

A guide to pronouncing the sounds of English, Latin, Italian, German, and French, with emphasis on English, and the written transcription of these languages utilizing General Phonetics and the International Phonetic Alphabet as they relate to the performance of vocal solo and choral music. Spring semester. 2 credit hours.

### **MUSC 259 ADVANCED PIANO SKILLS**

Group instruction in sight-reading, harmonization of melodies, transposition, playing by ear, open score reading, basso continuo realization, and improvisation. Fall of odd years. Approval of instructor is required before registering. 1 credit hour.

### **MUSC 305 COUNTERPOINT**

An examination of linear writing and combination of contrapuntal voices in the Baroque period. Composition and analysis are required. Fall semester of even years. Prerequisite: MUSC 205. 2 credit hours.

### **MUSC 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 heterogeneous groups; score writing; and some insights into writing for full band and orchestra. Spring semester. Prerequisite: MUSC 205. 2 credit hours.

### **MUSC 307, 308 COMPOSITION I AND II**

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged. Prerequisite: Prerequisite: MUSC 205. 3 credit hours each semester.

### **MUSC 312 JUNIOR RECITAL**

Presentation of at least 30 minutes of music. Required of performance majors. 2 credit hours.

### **MUSC 325, 326 MUSIC HISTORY I AND II**

An introduction to non-Western music and a study of the history of Western music, from ancient Greek civilization to the present. WCII. Prerequisite: ENGL 102 (325 is a Writing Category II course) and MUSC 226. (IL\*) 3 credit hours each semester.

### **MUSC 347 ELEMENTARY MUSIC EDUCATION/ CLASSROOM MANAGEMENT**

Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Includes component on classroom management, designed to facilitate procedural and behavior management techniques. Fall semester. 3 credit hours.

### **MUSC 348 SECONDARY MUSIC EDUCATION/ CLASSROOM MANAGEMENT**

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music; instrumental and vocal

classes, and job facilitate procedural and behavior management techniques. Spring semester. 3 credit hours.

### **MUSC 349 INSTRUMENTAL METHODS AND LITERATURE**

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, literature and pedagogical techniques for beginning instrumentalists. Spring semester of odd years. 2 credit hours.

### **MUSC 170, 370 CONCERT CHOIR**

A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year and the beginning of the Fall semester. Open to all students of the university. 0-1 credit hour.

### **MUSC 175, 375 CHORALE**

A large choral group which prepares programs of sacred and secular music for presentation on campus. Open to all students of the university without audition. 0-1 credit hour.

### **MUSC 178, 378 OPERA THEATRE**

Participation in operatic productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic literature. Open to all students, the director's approval is required before registering. Offered Fall Semesters. 0-1 credit hour.

### **MUSC 185, 385 SYMPHONIC BAND**

The Symphonic Band is the main instrumental (wind) ensemble of the university. Emphasis is on the performance of quality wind literature. This is the mandatory ensemble for instrumental music majors, but non-music major participation is encouraged. 0-1 credit hour.

### **MUSC 186, 386 ORCHESTRA**

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### **MUSC 187, 387 PEP BAND**

The Pep Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at athletic events. The Pep Band is open to all interested instrumentalists at the university. 0-1 credit hour.

### **MUSC 188, 388 MARCHING BAND**

The Marching Band serves the university community in a supportive capacity with responsibilities for fostering school spirit at football games and pep rallies. 0-1 credit hour.

### **MUSC 400 SPECIAL TOPICS IN MUSIC**

Specialized study in selected areas of music. Course content will vary and will reflect current developments in music and respond to student interest and need. 0-1 credit hour.

### **MUSC 405 FORM AND ANALYSIS**

A study of the forms of composition beginning with phrase and period and covering large forms such as rondo, sonata, concerto and fugue. Fall semester of odd years Prerequisite: MUSC 206. 2 credit hours.

### **MUSC 412 LIBERAL ARTS RECITAL**

Presentation of at least 30 minutes of music. Option for B.A. in Music. 2 credit hours.

### **MUSC 413 SENIOR RECITAL**

Presentation of at least 55 minutes of music. Required of performance majors. 3 credit hours.

### **MUSC 425 VOCAL LITERATURE**

A survey of art song literature from the late Renaissance to the present. Prerequisite: completion of at least 2 semester hours of applied voice at the 200 level. Offered as needed. 3 credit hours.

### **MUSC 426 PIANO LITERATURE**

A survey of solo and ensemble clavier/ piano literature from the Renaissance to the present. Offered as needed. Prerequisite: Completion of at least 2 semester hours of applied piano at the 200 level. 3 credit hours.

### **MUSC 427 ORGAN LITERATURE**

A survey of organ literature from the Renaissance to the present. Prerequisite: completion of at least 2 semester hours of applied organ at the 200 level. Offered as needed. 3 credit hours.

### **MUSC 428 INSTRUMENTAL LITERATURE**

A survey of important solo and ensemble literature as well as method and etude books in the student's area of instrumental concentration. Prerequisite: completion of at least 2 semester hours of applied music on the student's instrument of concentration. Offered as needed. 3 credit hours.

### **MUSC 446 CHORAL CONDUCTING**

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Fall semester. Prerequisite: MUSC 247. 1 credit hour.

### **MUSC 447 INSTRUMENTAL CONDUCTING**

A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study and analysis. Spring semester. Prerequisite: MUSC 247. 1 credit hour.

### **MUSC 450 INSTRUMENTAL PEDAGOGY**

The study of methods and materials appropriate for private and group instruction for the teaching of instrumental music from the beginner through adult learner including the history and development of instruments. 2 credit hours.

### **MUSC 453, 454 PERFORMANCE SEMINAR**

Includes performance requirements, literature research and discussion, and writing of program notes. Offered as needed. 1 credit hour.

### **MUSC 455 PIANO PEDAGOGY**

Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Each student will teach one beginning piano student under supervision. Fall semester of even years. 2 credit hours.

### **MUSC 457 VOCAL PEDAGOGY**

A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons. Fall semester of even years. Prerequisite: Minimum 6 hrs. applied vocal study. 2 credit hours.

### **MUSC 459 ORGAN PEDAGOGY**

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. Prerequisite: Minimum 6 hours applied vocal study. 2 credit hours.

### **MUSC 465 HYMNOLOGY**

A study of church history and congregational worship music from A.D. 700 through the contemporary period. Offered in the fall of even years. Prerequisite: MUSC 106. 3 credit hours.

### **MUSC 466 CHURCH MUSIC ADMINISTRATION**

Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd years. 3 credit hours.

### **MUSC 467 CHURCH MUSIC SEMINAR AND FIELD WORK**

Philosophy, observation and participation in the administration of a church music program. May be taken only after completing Music 466. Offered in the Spring of even years. 3 credit hours.

### **MUSC 491, 492 COMPOSITION III AND IV**

Senior Composition project. Prerequisite: MUSC 307, 308. 3 credit hours each semester.

### **MUSC 493, 494 TREATISE I AND II**

Required for B.A. in Music, Treatise Option. 3 credit hours each semester.

### **MUSC 495, 496 INDEPENDENT STUDY**

Supervised study program in a field of special interest. 1-3 credit hours.

### **MUSC 497 COMPOSITION PRESENTATION**

The student will explain and defend the senior composition project in a formal setting open to the academic community and the public. Public speaking component. 1 credit hour.

### **NURS 106 FUNDAMENTAL CONCEPTS OF NURSING**

A foundational course which introduces basic nursing concepts related to client centered needs. Various topics such as caring, cultural competence, pharmacology and nutrition are addressed to provide the student with a beginning foundation for practicing nursing. A one-hour online module is incorporated in the course. The role of the associate degree nurse as an interdisciplinary team member and provider of care is examined. Concepts based on evidenced-based practice and informatics fundamental to beginning



nursing skills and clinical practice are introduced. Co-requisite: NURS 107, 108, 109, 110; BIOL 203, PSYC 201. 5 credit hours.

### **NURS 107 FUNDAMENTAL CONCEPTS EXPERIENTIAL LAB**

Evidenced-based practice provides the foundation to learn beginning level clinical nursing skills used in providing client centered care for adult clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic and clinical simulation with faculty. Fundamental nursing concepts such as cultural competence, quality improvement and use of technology are incorporated into clinical simulations and performance of clinical nursing skills. Co-requisite: NURS 106, 108, 109, 110; BIOL 203; PSYC 201. 1 credit hour.

### **NURS 108 APPLICATION OF FUNDAMENTAL CONCEPTS**

Concentration is on the clinical application of fundamental concepts and fundamental clinical nursing skills for adult clients. Clinical skills are applied in an acute care setting under the supervision of a clinical faculty member. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidenced based practice, informatics, client centered care, interdisciplinary teamwork, and role of the associate degree nurse. Co-requisite: NURS 106, 107, 109, 110; BIOL 203; PSYC 201. 1 credit hour.

### **NURS 109 BASIC CONCEPTS OF HEALTH ASSESSMENT**

Provides theory for performing health assessment on healthy individuals across the adult life span, utilizing the nursing process, adult growth and development theories, culturally competent, client centered care and roles of the associate degree nurse. The student assimilates knowledge for the development of beginning skills necessary for proficiency in obtaining a client history and comprehensive assessment. Co-requisite: NURS 106, 107, 108, 110; BIOL 203; PSYC 201. 2 credit hours.

### **NURS 110 HEALTH ASSESSMENT EXPERIENTIAL LAB**

Course concentration is in the development and practice of skills in health assessment. Students perform health assessment techniques using simulation in the laboratory. The student demonstrates beginning skills and practices necessary for proficiency in obtaining a client history and comprehensive assessment utilizing a culturally competent, client centered approach. Co-requisite: NURS 106, 107, 108, 109; BIOL 203; PSYC 201. 1 credit hour.

### **NURS 114 BASIC CONCEPTS IN CLINICAL NURSING**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with problems related to homeostasis, comfort, mobility, inflammation, elimination and cellular regulation. Mental health concepts and psychotherapeutic modalities are a major emphasis. A one-hour online module is incorporated in the course. Prerequisite: NURS 106, 107, 108, 109, 110; BIOL 203; PSYC 201 Co-requisite: NURS 115, 116; BIOL 204; PSYC 206. 7 credit hours.

### **NURS 115 BASIC CONCEPTS EXPERIENTIAL LAB**

This course focuses on skill development related to intravenous therapy, blood transfusions, community mental health, psychotherapeutic modalities, and therapeutic communication. Clinical skills are applied in a laboratory setting utilizing simulation with faculty. Continuing emphasis is placed on the knowledge base

of client centered care provided by the associate degree nurse. Prerequisite: NURS 106, 107, 108, 109, 110; BIOL 203; PSYC 201 Co-requisite: NURS 114, 116; BIOL 204; PSYC 206. 1 credit hour.

### **NURS 116 APPLICATION OF BASIC CONCEPTS**

This course offers a clinical focus on adult clients experiencing physical and psychosocial dysfunctions. Continuing emphasis is placed on evidenced based practice, client centered care, utilization of informatics, and the role of the associate degree nurse as member of an interdisciplinary team. Prerequisite: NURS 106, 107, 108, 109, 110; BIOL 203; PSYC 20 Co-requisite: NURS 114, 115; BIOL 204; PSYC 206. 2 credit hours.

### **NURS 206 NURSING CONCEPTS FOR CHILDBEARING FAMILIES**

This course provides a study of the nursing concepts that focus on the childbearing family. Specific course concepts include human growth and development from conception through childbearing, nutrition and pharmacology, health promotion and maintenance, evidenced based practice, and alterations in health. A one-hour online module is incorporated in the course. Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116; BIOL 203, 204; PSYC 201, 206 Co-requisite: NURS 207, 208; BIOL 105. 7 credit hours.

### **NURS 207 CHILDBEARING FAMILIES EXPERIENTIAL LAB**

Course concentration is on the simulated application of nursing theory addressing care of the childbearing family. Clinical skills are applied in a laboratory setting utilizing simulation with faculty. Specific techniques utilized during the simulation include demonstration of clinical skills, pharmacology, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116; BIOL 203, 204; PSYC 201, 206 Co-requisite: NURS 206, 208; BIOL 105. 1 credit hour.

### **NURS 208 APPLICATION OF NURSING FOR CHILDBEARING FAMILIES**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidenced based practice, client centered care, and alterations in health from conception to childbearing. Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116; BIOL 203, 204; PSYC 201, 206 Co-requisite: NURS 206, 207; BIOL 105. 2 credit hours.

### **NURS 209 ADVANCED CONCEPTS IN CLINICAL NURSING**

A study of advanced concepts addressing complex and multi-system health needs of adults. Course activities prepare the student to critically appraise and apply previous nursing knowledge related to cultural competence, evidenced based practice, client centered care, informatics and skills in the management of care for a group of clients with complex health problems utilizing an interdisciplinary team approach. Prerequisite: All BIOL and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208 Co-requisite: NURS 210, 211, 290. 6 credit hours.



### **NURS 210 ADVANCED CONCEPTS EXPERIENTIAL LAB**

Course concentration is on the assimilation of previous knowledge addressing complex and multi-system health needs of adults. Clinical skills are applied in a laboratory setting utilizing clinical simulation with faculty. Specific techniques utilized during the simulation include demonstration of clinical skills, pharmacology, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Prerequisite: All BIO and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208 Co-requisite: NURS 209, 211, 290. 1 credit hour.

### **NURS 211 APPLICATION OF ADVANCED CONCEPTS**

This course provides opportunity for the transition from student to professional nursing roles through a focused client care experience in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical learning setting in a one-on-one opportunity with a practicing clinical role model. This focused Client Care Experience (FCCE) will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the RN licensing exam. Clinical hours: 100. Prerequisite: All BIO and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208. Co-requisite: NURS 209, 210, 290. 3 credit hours.

### **NURS 239 NURSING ASSESSMENT**

This course focuses on the skills needed to perform a physical and psychosocial assessment of individuals. An emphasis in the course is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidenced based practice are integrated throughout the course. Prerequisite: ENGL 101, 102; BIOL 203 Co-requisite: NURS 240; BIOL 105 or 204. 2 credit hours.

### **NURS 240 NURSING ASSESSMENT LAB**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Prerequisite: ENGL 101, 102; BIOL 203; Co-requisite: NURS 239; BIOL 105 or 204. 1 credit hour.

### **NURS 261 INTRODUCTION TO NURSING**

This course provides a beginning foundation for the practice of nursing. Students will integrate concepts from the sciences, liberal arts and nursing theory. Emphasis is on beginning nursing knowledge, caring, competence and communication for the professional nurse. The application of the nursing process necessary to provide care for adults within a cultural, legal and ethical framework is a major concentration. Prerequisite: NURS 239, 240; BIOL 203 Co-requisite: NURS 262, 263; BIOL 105 or 204. 4 credit hours.

### **NURS 262 INTRODUCTION TO NURSING LAB**

Clinical nursing skills are performed in a laboratory setting utilizing didactic and clinical simulation with faculty. Foundational nursing concepts are integrated into scenarios to encourage the student to think critically and to apply the nursing process to a client situation.

Prerequisite: NURS 239, 240; BIOL 203 Co-requisite: NURS 261, 263; BIOL 105 or 204. 1 credit hour.

### **NURS 263 INTRODUCTION TO NURSING PRACTICUM**

This course provides the student with the opportunity to apply fundamental concepts and evidenced based clinical nursing skills to the acute care setting. Through these clinical experiences, students learn to apply principles of safe and effective nursing care. Prerequisite: NURS 239, 240; BIOL 203 Co-requisite: NURS 261, 262; BIOL 105 or 204. 1 credit hour.

### **NURS 290 TRANSITION TO PRACTICE**

This hybrid course concentration is on transition to practice issues which include critical thinking, delegation and management, and prioritization for the nurse graduate. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidenced based practice is also included. Prerequisite: All required BIO and PSYC courses; NURS 106, 107, 108, 109, 110, 114, 115, 116, 206, 207, and 208 Co-requisite: NURS 209, 210, 211. (IL\*) 3 credit hours.

### **NURS 295 SPECIAL TOPICS IN NURSING**

This elective course focuses on various subjects related to pre-licensure nursing. Possible topics include transition to nursing practice, delegation, leadership, and clinical competence. Students may participate in discussions and readings to promote critical thinking or study a specialized clinical area in nursing. This course may be one to three credits depending on the content and course requirements. Prerequisite: NURS 106, 107, 108, 109, 110, 114, 115, 116. 1-3 credit hours.

### **NURS 300 CONCEPTS IN PROFESSIONAL NURSING**

Introductory course for transition to the role of the professional nurse. The areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 341, 342, 343, 307 Co-requisite: NURS 361, 362, 363. 3 credit hours.

### **NURS 307 COMMUNICATION SKILLS IN NURSING**

Introductory nursing course designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using a personal computer as a means of communication is included. The course stresses the importance of effective communication and documentation as well as the role of computers in health care. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263 Co-requisite: NURS 341, 342, 343. (IL\*) 3 credit hours.

### **NURS 339 PHARMACOLOGY IN NURSING PRACTICE**

This course provides an insightful examination of drug therapy. Drug classifications, methods of administration, physiological actions, purpose, and mechanism of action, desired and adverse effects of the drug are examined. Emphasis is placed on the nurses' responsibility in drug administration and client assessment of response to drug therapy. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 300, 307, 361, 362, 363, 461, 462, 463, 470 Co-requisite: NURS 441, 442, 443, 444, 460. 2 credit hours.

### **NURS 340 NUTRITION IN NURSING PRACTICE**

This course will provide a study of nutritional value in health promotion and disease management. Emphasis will be placed on the human need and utilization of nutrients to maintain optimal health status. Nutritional considerations associated with cultural diversity, socioeconomic status, and healthy lifestyles will be examined. Prerequisite: All PSYC Courses; NURS 239, 240; BIOL 203 Co-requisite: NURS 261, 262, 263; BIOL 105 or 204. 2 credit hours.

### **NURS 341 ADULT HEALTH I**

This course is designed to prepare the student to apply the nursing process to health care needs of adults who are experiencing common or recurrent health problems. Concepts relating to mental health and the response to mental illness will also be components in this course. Students will utilize concepts of caring, human needs theory, evidenced-based practice and communication as they focus on client needs. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340 Co-requisite: NURS 307, 342, 343. 6 credit hours.

### **NURS 342 ADULT HEALTH I LAB**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory. Scenarios are utilized to encourage the student's critical thinking skills, interpretation of laboratory data, pharmacology, and pathophysiology, use of informatics and demonstration of clinical skills. Students are guided in planning, selecting and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340 Co-requisite: NURS 307, 341, 343. 1 credit hour.

### **NURS 343 ADULT HEALTH I PRACTICUM**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidenced based practice and the application of the nursing process. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340 Co-requisite: NURS 307, 341, 342. 2 credit hours.

### **NURS 361 MATERNAL/CHILD NURSING**

This course introduces nursing concepts related to pregnancy, care of the newborn and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family and women's health issues are integrated throughout this course. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 307 Co-requisite: NURS 300, 362, 363. 6 credit hours.

### **NURS 362 MATERNAL/CHILD NURSING LAB**

A clinical laboratory is the setting for this course with an emphasis on the nursing care of the childbearing family. Clinical simulations provide learning opportunities for students to practice clinical skills and promote the development of critical thinking skills. The use of technology, patient centered care, informatics and evidenced based practice are integrated throughout this course. Prerequisite: All BIOL

and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 307 Co-requisite: NURS 300, 361, 363. 1 credit hour.

### **NURS 363 MATERNAL/CHILD NURSING PRACTICUM**

A variety of community and acute care settings provide the learning environment for students to apply concepts related to the childbearing family. In addition to the concepts of human growth and development, concepts of prioritization and delegation are incorporated during this course. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 307 Co-requisite: NURS 300, 361, 362. 2 credit hours.

### **NURS 441 NURSING CARE OF THE OLDER ADULT**

Students in this course will discover valuable dimensions of caring for the older adult with evidence-based application of knowledge. The course is related to the normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult. The emphasis is to provide critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 300, 307, 361, 362, 363, 461, 462, 463, 470 Co-requisite: NURS 339, 442, 443, 444, 460. 3 credit hours.

### **NURS 442 NURSING TRENDS AND ISSUES**

This course is an analysis of contemporary issues related to the practice of professional nursing as well as the historical, legal, and contemporary context of professional nursing practice. Emphasis is on reflection of core values of professional nursing: altruism, autonomy, human dignity, integrity, social justice as demonstrated throughout the program. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 300, 307, 361, 362, 363, 461, 462, 463, 470 Co-requisite: NURS 339, 441, 443, 444, 460. 3 credit hours.

### **NURS 443 ESSENTIALS OF PUBLIC HEALTH AND COMMUNITY NURSING**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is focused on illness prevention, health promotion, and health maintenance and restoration for individuals and families across the lifespan. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343 300,307, 361, 362, 363, 461, 462, 463, 470 Co-requisite: NURS 339, 441, 442, 444, 460. 3 credit hours.

### **NURS 444 PUBLIC HEALTH AND COMMUNITY NURSING PRACTICUM**

This course provides students with the opportunity to apply public health and community nursing concepts to individuals, families and communities through faculty and preceptor guided clinical experiences. Application of evidenced-based nursing practice is used to apply theory to nursing practice in public health and community settings. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 300, 307, 361, 362, 363, 461, 462, 463, 470 Co-requisite: NURS 339, 441, 442, 443, 460. 1 credit hour.

## **NURS 460 ESSENTIALS OF NURSING MANAGEMENT AND LEADERSHIP**

This course introduces the student to a synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on the leading/managing behaviors of the professional nurse as an individual and a group member in a variety of settings. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 340, 341, 342, 343, 300, 307, 361, 362, 363, 461, 462, 463, 470 Co-requisite: NURS 339, 441, 442, 443, 444. 3 credit hours.

## **NURS 461 ADULT HEALTH II**

Synthesize theories, concepts, research, and evidence based practice in caring for an adult population with complex multisystem health care needs. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness and rehabilitation of an adult population in a variety of acute care settings. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 343, 361, 362, 363 Co-requisites: 462, 463, 470. 6 credit hours.

## **NURS 462 ADULT HEALTH II LAB**

The Adult Health II clinical laboratory provides opportunity to practice advanced medical-surgical concepts essential for nursing care of adults requiring intervention in relation to complex multi system illness or injury. The clinical lab allows the application of nursing skills, knowledge, and critical thinking necessary for safe effective nursing care within a controlled setting. Students gain experience and confidence as they apply nursing knowledge, skills, and critical thinking within simulated clinical situations. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 343, 361, 362, 363 Co-requisite: NURS 461, 463, 470. 1 credit hour.

## **NURS 463 ADULT HEALTH II PRACTICUM**

This course provides opportunity for the transition from student to professional nursing roles through a focused client care experience in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands on experience in a concentrated clinical learning setting in a one-on-one opportunity with a practicing clinical role model. This Focused Client Care Experience (FCCE) will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the RN licensing exam. Clinical hours: 100. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 343, 361, 362, 363 Co-requisite: NURS 461, 462, 470. 3 credit hours.

## **NURS 470 RESEARCH FOR EVIDENCE BASED PRACTICE**

This course introduces the student to nursing research and the role nursing research plays in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings and incorporating research into evidenced-based practice. Prerequisite: All BIOL and PSYC Courses; NURS 239, 240, 261, 262, 263, 300, 307, 340, 341, 342, 343, 361, 362, 363 Co-requisite: NURS 461, 462, 463

Note: For activity courses (PHED 140-165) additional fees, equipment purchases, and/or activity-specific clothing requirements may apply. 3 credit hours.

## **PHED 140 LOW IMPACT AEROBICS**

1 credit hour.

## **PHED 141 HIGH IMPACT AEROBICS**

1 credit hour.

## **PHED 142 AEROBIC WALKING**

1 credit hour.

## **PHED 143 JOGGING**

1 credit hour.

## **PHED 144 AEROBIC WATER SKILLS**

1 credit hour.

## **PHED 145 WEIGHT TRAINING**

1 credit hour.

## **PHED 146 MILITARY FITNESS**

1 credit hour.

## **PHED 150 TENNIS/BADMINTON**

1 credit hour.

## **PHED 151 RACQUETBALL**

1 credit hour.

## **PHED 152 RECREATIONAL DANCE**

1 credit hour.

## **PHED 153 GOLF**

1 credit hour.

## **PHED 154 GOLF AND BOWLING**

1 credit hour.

## **PHED 155 SCUBA DIVING**

1 credit hour.

## **PHED 156 TEAM SPORTS**

1 credit hour.

## **PHED 157 SWIMMING**

1 credit hour.

## **PHED 158 MARTIAL ARTS**

1 credit hour.

## **PHED 159 SNOW SKIING**

1 credit hour.

## **PHED 160 RAPPELLING/CLIMBING**

Field experience required. 1 credit hour.

## **PHED 161 HIKING/ORIENTEERING**

Field experience required. 1 credit hour.

## **PHED 162 CAMPING SKILLS**

Field experience required 1 credit hour.

### **PHED 163 CANOEING/WHITE WATER RAFTING**

Field experience required. 1 credit hour.

### **PHED 164 BACKPACKING SKILLS**

Field experience required. 1 credit hour.

### **PHED 165 ALPINE TOWER CHALLENGES**

1 credit hour.

### **PHED 211 INTRODUCTION TO HEALTH, SPORT, AND PHYSICAL EDUCATION**

An overview of physical and health education, with emphasis placed on history, philosophy, 21st century issues, and career opportunities. Both domestic and global perspectives will be examined. (Fall) 3 credit hours.

### **PHED 213 LIFEGUARDING AND LIFEGUARDING INSTRUCTOR**

Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. Recommended for the student who is/was a certified lifeguard. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement) 3 credit hours.

### **PHED 214 SWIMMING AND WATER SAFETY INSTRUCTOR**

Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming, Fundamentals of Instructor Training, and preparation for authorization as an ARC Water Safety Instructor. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement) 3 credit hours.

### **PHED 235 MOTOR LEARNING**

A study of basic concepts applicable to motor skill acquisition, motor control and motor development. Areas of study include variables effecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). (Spring) 3 credit hours.

### **PHED 300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. (Spring). Prerequisite: EDUC 250. 3 credit hours.

### **PHED 301 ELEMENTARY SCHOOL PHYSICAL EDUCATION**

Methods, materials and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required. (Fall) Prerequisite: EDUC 250. 3 credit hours.

### **PHED 309 OFFICIATING**

Theories and techniques, both general and sport specific, designed to orient the student to the field of sports officiating. A field experience is required. 2 credit hours.

### **PHED 310 OUTDOOR EDUCATION**

Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking and related basic wilderness survival skills. Fees may apply. A field experience is required. 3 credit hours.

### **PHED 331 CREATIVE MOVEMENT**

Methods, materials and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance. (Fall). 3 credit hours.

### **PHED 336 THEORY AND TECHNIQUES OF COACHING**

An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities. (Fall, even years). 3 credit hours.

### **PHED 341 THEORY AND TECHNIQUES OF TEAM SPORTS**

Methods, theories and techniques for teaching team sports. (Fall) 3 credit hours.

### **PHED 342 THEORY AND TECHNIQUES OF INDIVIDUAL AND DUAL SPORTS**

Methods, theories and techniques for teaching individual and dual sports. (Spring). 3 credit hours.

### **PHED 400 COMMUNITY RECREATION PROGRAMS**

A survey of the recreation field with respect to philosophies, practices, work settings, trends, knowledge bases and skills and employment opportunities. (Fall). 3 credit hours.

### **PHED 401 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY**

This course examines various psychological parameters which influence sport behavior and performance. (Fall, odd years). 3 credit hours.

### **PHED 402 PHYSICAL EDUCATION FOR DIVERSE POPULATIONS**

A study of the instruction of physical education and healthy activity for diverse populations. These populations include the handicapped, the young, the elderly, the disadvantaged, and other groups. Field experience required. (Spring). Prerequisite: EDUC 250. 3 credit hours.

### **PHED 407 SCIENTIFIC PRINCIPLES FOR PHYSICAL EDUCATION AND SPORT PEDAGOGY**

A study of the responses and adaptations of the cardiorespiratory, muscular, neural, and energy systems to aerobic and anaerobic exercise, the principles of nutrition and ergogenic aids focusing on strategies for teaching these principles in non-clinical physical education and sport pedagogy settings. (Fall). 3 credit hours.



### **PHED 408 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS**

The study and application of various administrative issues involved in the fields of athletics and physical education. (Fall). 3 credit hours.

### **PHED 409 TESTS AND MEASUREMENTS**

The study of various tests and measurements used for assessment in health and physical education programs, with special attention given to elementary statistical procedures, test administration and principles of grading. (Spring). 3 credit hours.

### **PHED 430 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION**

Specialized study in selected areas of the health and/or physical education disciplines. Course content will vary and may, at times, include travel and/or field experiences. Content will reflect current practices in the field and student interest and need. Offered as needed. 1-3 credit hours (variable).

### **PHED 432 SEMINAR FOR PHYSICAL EDUCATORS AND HEALTH EDUCATORS**

Methods, materials, theory, practice, and program development in teaching physical and health education on the K-12 level. (Must be taken the semester immediately prior to student teaching.) (Fall, Spring). (IL\*) 1-6 credit hours each semester.

### **PHED 495, 496 INDEPENDENT STUDY**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required. 1-6 credit hours each semester.

### **PHIL 200 INTRODUCTION TO PHILOSOPHY**

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. (Offered each fall). 3 credit hours.

### **PHIL 201 AN INTRODUCTION TO LOGIC**

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

### **PHIL 337 PHILOSOPHY OF RELIGION**

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. (Fall, odd years). Prerequisite: PHIL 200 or permission of the instructor. 3 credit hours.

### **PHIL 338 EPISTEMOLOGY**

Survey in the traditional problems in epistemology, including the nature of human knowledge, the relations between knowledge and true belief, and the nature of rationality and justification. Also includes a section on the rationality of religious belief. (Spring, even years). Prerequisite: PHIL 200 or permission of the instructor. 3 credit hours.

### **PHIL 380 SELECTED TOPICS IN PHILOSOPHY**

(On demand) Prerequisite: PHIL 200 or permission of the instructor. 3 credit hours.

### **PHYS 103 PHYSICS IN EVERYDAY LIFE**

This course deals with many concepts of the classical and modern physics by examining technologies and phenomena found in everyday life. The technologies examined are chosen by the students and topics include basic mechanics and wave motion, atomic and nuclear physics, in addition to Einstein's theory of relativity. S, Summers variable. Lab included. (Lab Fee: \$30.00). Prerequisite: background in college algebra. 4 credit hours.

### **PHYS 104 ASTRONOMY**

A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. F. Lab included. (Lab Fee: \$30.00) Prerequisite: Background in college algebra strongly recommended. (The course will include some night time observing.) 4 credit hours.

### **PHYS 111 GENERAL PHYSICS I**

The first of a two semester general physics sequence intended for pre-professional school students and/or non-science majors. This course and PHYS 112 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces of gravity, energy, Thermodynamics, and Einstein's theory of special relativity. F, on demand. Lab included. (Lab Fee: \$30.00). Prerequisite: MATH 150 or higher. 4 credit hours.

### **PHYS 112 GENERAL PHYSICS II**

This course is the second semester of a two semester general physics sequence intended to be taken after PHYS 111. Topics include electricity and magnetism, rotational kinematics, oscillatory motion and optics. S on demand. Lab included. (Lab Fee: \$30.00) Prerequisite: PHYS 111 or permission of instructor; MATH 150 or higher. 4 credit hours.

### **PHYS 203 GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS I**

This course is the first of a two semester general physics sequence intended for all science, mathematics, and computer science majors. This course and PHYS 204 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces, gravity, energy, Einstein's theory of special relativity, and an introduction to electrostatics. F. Lab included. Prerequisite: MATH 151 or higher. 4 credit hours.

### **PHYS 204 GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS II**

This course is the second of a two semester general physics sequence intended to be taken after PHYS 203. Topics include electricity and magnetism, rotational kinematics, oscillatory motion, thermodynamics, and optics. S. Lab included. Prerequisite: PHYS 203 or permission of instructor; MATH 151 or higher. 4 credit hours.

### **PHYS 394, 495 INDEPENDENT STUDY**

This course may be designed to meet the needs and interested of exceptionally qualified students wishing to investigate an advanced physics topic. Juniors will enroll in 395 while seniors will enroll in 495. Topic and credits will be arranged in consultation with an instructor prior to term in which the work is performed. Offered on demand. 1-3 credit hours.

### **POLS 201 INTRODUCTION TO POLITICAL SCIENCE**

A basic course in political science dealing with the fundamentals of persons politically organized. (Spring, even years) (IL\*) 3 credit hours.

### **POLS 202 AMERICAN 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. (Each Semester) 3 credit hours.

### **POLS 304 STATE AND LOCAL GOVERNMENT IN THE UNITED STATES**

A study of the problems of governmental relationships and administrative management in state, country, and municipal government. (Spring, odd years) 3 credit hours.

### **POLS 311 COMPARATIVE POLITICS**

This course is a comparison of the development and structure of political systems in different regions of the world, including Western and Eastern Europe, sub-Saharan Africa, the Middle East, and Latin America. (Spring, odd years) 3 credit hours.

### **POLS 314 JUDICIAL PROCESS**

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society. (Spring, odd years) 3 credit hours.

### **POLS 315 CIVIL LIBERTIES**

A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. (Intermittent) 3 credit hours.

### **POLS 316 PUBLIC OPINION**

A study of political behavior, both at the mass and individual levels. Provides an introduction to political psychology, media, and polling, including theories and methodologies of opinion formation/gathering. (Fall, even years) 3 credit hours.

### **POLS 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. (Spring, even years) 3 credit hours.

### **POLS 321 INTERNATIONAL RELATIONS**

An analysis of political behavior between and among nation-states, this course includes case studies of conflict and cooperation, an examination of international political economy, and the study of the theoretical explanations of the international political system. (Spring, even years) 3 credit hours.

### **POLS 322 FOREIGN POLICY OF THE UNITED STATES**

This American foreign policy course focuses on the "politics of foreign policy", its continuities and changes, as it has been crafted across time, emphasizing the multiple agents engaged by the foreign policy making process. (Spring, odd years) 3 credit hours.

### **POLS 323 AMERICAN POLITICAL PARTIES**

A study of the history, structure and function of parties in the American system of government. (Fall, odd years) 3 credit hours.

### **POLS 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. (Offered occasional) 3 credit hours.

### **POLS 333 THE PRESIDENT AND CONGRESS**

A study of the executive and legislative branches of government in the U.S. with an emphasis on their political development and interaction. 3 credit hours. (Spring, even years). A study of the dynamics of political change including the democratization of developing nations. (Fall, even years). 3 credit hours.

### **POLS 352 AFRICAN POLITICS**

A focused investigation of the comparative politics and international affairs of Sub-Saharan Africa. (Optionally in Fall, odd years). 3 credit hours.

### **POLS 353 MIDDLE EAST POLITICS**

A focused investigation of the comparative politics and international affairs of the Middle East and North Africa. (Optionally in Fall, odd years) 3 credit hours.

### **POLS 354 EUROPEAN POLITICS**

A focused investigation of the comparative politics and international affairs of Europe, including the politics of European integration. (Offered at the discretion of the department) 3 credit hours.

### **POLS 355 ASIAN POLITICS**

A focused investigation of the comparative politics and international affairs of Asia with particular emphasis on East Asia and South Asia. (Offered at the discretion of the department) 3 credit hours.

### **POLS 356 LATIN AMERICAN POLITICS**

A focused investigation of the comparative politics and international affairs of Latin America. (Offered at the discretion of the department.) 3 credit hours.

### **POLS 401 COMPARATIVE POLITICAL ECONOMY**

An analysis of the connections between wealth and power and how people have tried to create both. The course examines from a theoretical perspective how societies undergo economic change and how various types of economics function. The ideas of noted economists will be studied. (Fall, odd years) 3 credit hours.

### **POLS 430 SPECIAL TOPICS**

A specialized study of various political developments. Topics will vary from semester to semester. (Intermittent). 3 credit hours.

### **POLS 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences. 3 credit hours.

### **POLS 490 POLITICAL SCIENCE SEMINAR**

Guided reading, group discussion, and the opportunity for independent research provide the advanced student an opportunity to study more deeply and comprehensively a significant and current challenge within the political science discipline. Seminar topics are at the discretion of the instructor and will focus on American domestic, international or intermestic relations. 3 credit hours.

### **POLS 495 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. (Arranged) Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 3 credit hours.

### **POLS 497, 498 INTERNSHIP IN POLITICAL SCIENCE**

Three hours credit may apply to the student's major. Prerequisite: junior standing and departmental approval (Arranged) 3 credit hours each semester.

### **PSYC 201 GENERAL PSYCHOLOGY**

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement, the development process, social adjustment and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except PSYC 280, 206, 301, 302, 303, 310, 374, and 403. (Fall, Spring) 3 credit hours.

### **PSYC 206 DEVELOPMENTAL PSYCHOLOGY**

The psychological evolution of the individual through the life span and effect of the biosocial context on this evolution. (Fall, Spring) Prerequisite: PSYC 201. 3 credit hours.

### **PSYC 280 PERSONAL ASSESSMENT AND ADJUSTMENT**

A study of psychological processes of adjustment in the lives of university students. (Fall, Spring) Prerequisite: PSYC 201. 3 credit hours.

### **PSYC 301 CHILD PSYCHOLOGY**

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development. (Fall, Spring) 3 credit hours.

### **PSYC 302 ADOLESCENT PSYCHOLOGY**

The study of intellectual, emotional, physical and social maturation from puberty to early adulthood with emphasis on socio-cultural and economic influences as well as adjustment difficulties and communication with the adolescent. (Fall, Spring) 3 credit hours.

### **PSYC 303 EDUCATIONAL PSYCHOLOGY**

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of socio-cultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined (Fall, Spring) 3 credit hours.

### **PSYC 307 BIOLOGICAL 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. (On Demand) 3 credit hours.

### **PSYC 310 SOCIAL PSYCHOLOGY**

A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity and leadership. (See Sociology 310) (Fall) 3 credit hours.

### **PSYC 320 SPORT PSYCHOLOGY**

Study of the psychological skills and methods in sport and exercise, and how sport psychologists, coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport and exercise participation, performance, motivation, and enjoyment. (See Exercise Science 320) (Fall) 3 credit hours.

### **PSYC 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. (See Religious Education 374) (Spring) 3 credit hours.

### **PSYC 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. (Fall) Prerequisite: PSYC 201 or SOCI 201 (See Sociology 396.) 3 credit hours.

### **PSYC 397 EXPERIMENTAL PSYCHOLOGY**

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data and stating conclusions. (Spring) Prerequisite: PSYC 201 and 396. (IL\*) 3 credit hours.

### **PSYC 401 PSYCHOPATHOLOGY**

Survey and analysis of the major mental disorders, interpretations and theories of therapy, including the relationship of abnormal behavior to social norms. (Fall) Prerequisite: PSYC 201. 3 credit hours.

### **PSYC 402 INTRODUCTION TO COUNSELING**

The study of the basic theories of counseling integrated into a problem-management model. (Spring) Prerequisite: PSYC 201 and 401. 3 credit hours.

### **PSYC 403 HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement and human relations. See MGMT 403). (Fall) 3 credit hours.

### **PSYC 405 PSYCHOLOGY OF THE EXCEPTIONAL STUDENT**

A study of a wide range of exceptionalities manifested by children and adolescents in a school setting. Emphases are on appropriate instructional strategies and historical and legal bases for dealing with exceptional students. Observational experiences are required. (On Demand) Prerequisite: PSYC 201, 301 or 302. 3 credit hours.

### **PSYC 406 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. (Fall) Prerequisite: PSYC 201. 3 credit hours.

### **PSYC 412 PSYCHOLOGY OF AGING**

An introduction to the psychological, social and biological aspects of aging. (Variable) Prerequisite: PSYC 201. 3 credit hours.

### **PSYC 425 CRISIS INTERVENTION COUNSELING**

Emphases are on death and dying, divorce, suicide, chemical dependency, rape and violence in the family. Supervised field experience is required. (Variable) 3 credit hours.

### **PSYC 440 FAMILY COMMUNICATION**

A study of family communication systems. Emphases are on the role of self concept, perceptions and emotions, listening skills, nonverbal communication, conflict resolution and building intimacy in family systems. (Variable) Prerequisite: PSYC 201. 3 credit hours.

### **PSYC 441 PSYCHOLOGY OF LEARNING**

A study of the major concepts of learning, experimental methods of studying learning phenomena and learning theory. (Fall) Prerequisite: 9 hours of psychology including PSYC 201. 3 credit hours.

### **PSYC 444 PSYCHOLOGICAL MEASUREMENT AND APPRAISAL**

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes. (Spring) Prerequisite: Psychology 396. 3 credit hours.

### **PSYC 450 POSITIVE PSYCHOLOGY**

This course introduces students to the relatively new and rapidly developing field of positive psychology. Positive psychology focuses on the role of positive emotions, human virtues, and positive institutions in promoting well-being and living a good life. The course includes the study and discussion of theories and research and the application of research findings. Students will have the opportunity to apply course material to their own lives in meaningful ways. Prerequisite: Psychology 201. 3 credit hours.

### **PSYC 491, 492, 493 SEMINAR IN PSYCHOLOGY**

Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. (Fall, Spring) Prerequisite: Junior Standing including PSYC 201. 1, 2, or 3 credit hours each semester.

### **PSYC 495, 496 INDEPENDENT STUDY**

An in-depth research study for seniors majoring in psychology working under the guidance of the department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. Prerequisites: Approval of the professor, Dean, and Associate Provost. (On Demand) Prerequisite: Junior Standing including PSYC 201. 3 credit hours.

### **PSYC 497, 498 INTERNSHIP IN PSYCHOLOGY I AND II**

Internships provide an opportunity for psychology majors to intern in a professional setting in order to integrate academic knowledge with experience in the world of work, or to conduct applied research under the supervision of faculty and apply different methodologies to research questions. (Fall, Spring) Prerequisite: PSYC 201, 396; Junior or senior standing; Permission of instructor. 1, 2, or 3 credit hours each semester.

### **PSYC 499 PSYCHOLOGY CAPSTONE COURSE**

The historical exploration of psychology as a field of scientific inquiry. The emphasis is on the development of schools of thought, prominent figures, and key theories. (Variable) Prerequisite: Senior Standing including PSYC 201, PHIL 200 or PHIL 201. 3 credit hours.

### **RELI 101 INTRODUCTION TO THE OLD TESTAMENT**

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel and its contemporary relevance. (Offered each semester.) 3 credit hours.

### **RELI 102 INTRODUCTION TO THE NEW TESTAMENT**

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity and its contemporary relevance. (Offered each semester.) 3 credit hours.

### **RELI 243 GROWTH AND REVIVAL IN THE CHRISTIAN CHURCH**

A survey of the major global movements of church growth from the New Testament period to the present day. (Fall, odd years) 3 credit hours.

### **RELI 245 RELIGION AND CULTURE IN A GLOBAL PERSPECTIVE**

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions. (Offered each semester) 3 credit hours.

### **RELI 271 SPIRITUAL FORMATION**

An exploration of personal and spiritual development through self-reflection, self-awareness and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. (Offered each semester) 3 credit hours.



### **RELI 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. (Fall, even years) Prerequisite: RELI 101. 3 credit hours.

### **RELI 303 OLD TESTAMENT PROPHETS**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. (Spring, even years) Prerequisite: RELI 101. 3 credit hours.

### **RELI 306 OLD TESTAMENT THEOLOGY**

An exploration of Old Testament theological themes.(Spring, odd years) Prerequisite: RELI 101. 3 credit hours.

### **RELI 307 STUDIES IN THE PENTATEUCH**

A critical evaluation of the nature, background, structure, and message of the Pentateuch. (Fall, odd years) Prerequisite: RELI 101. 3 credit hours.

### **RELI 311 SYNOPTIC GOSPELS**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. (Fall, odd years) Prerequisite: RELI 102. 3 credit hours.

### **RELI 312 LIFE AND LETTERS OF PAUL**

A study of Paul's life and thought as presented in his Epistles. (Spring, even years) Prerequisite: RELI 102. 3 credit hours.

### **RELI 314 NEW TESTAMENT THEOLOGY**

A study of certain key concepts of the New Testament which made a contribution to the faith of the Early Church. (Fall, even years) Prerequisite: RELI 102. 3 credit hours.

### **RELI 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.(Fall, even years) Prerequisite: RELI 102. 3 credit hours.

### **RELI 317 THE GENERAL EPISTLES AND HEBREWS**

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. (Spring, odd years) Prerequisite: RELI 102. 3 credit hours.

### **RELI 321 INTRODUCTION TO CHRISTIAN HISTORY**

A study of the history of the Christian church from the first century to the present day. (Offered each spring) 3 credit hours.

### **RELI 322 EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological and social developments in the history of the Christian church from the first century through the latter Middle Ages. (Fall, even years) 3 credit hours.

### **RELI 323 MODERN CHRISTIANITY**

Beginning with the Reformation this course is descriptive of church history to the present. (Spring, even years) 3 credit hours.

### **RELI 324 AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations.(Spring, even years) 3 credit hours.

### **RELI 325 BAPTIST HERITAGE**

A study of the Baptists' story as well as those convictions and movements which have shaped their life. (Fall, odd years) 3 credit hours.

### **RELI 326 INTRODUCTION TO MISSIOLOGY**

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions and evangelism, and key issues in missions discussion.. (Spring, even years) 3 credit hours

### **RELI 327 THE RENAISSANCE AND REFORMATION**

An exploration of the major religious, social, intellectual and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. (Spring, odd years) 3 credit hours.

### **RELI 328 GLOBAL CHRISTIANITY**

A study of the various expressions of Christianity in the 21st century. (Fall, odd years) 3 credit hours.

### **RELI 329 CROSS-CULTURAL MISSIOLOGY**

This course will introduce the student to key practical cultural anthropological concepts. This knowledge will be used to understand how our culture impacts our religious expressions and how religion impacts culture. Students will demonstrate an ability to communicate in a meaningful manner across cultural boundaries. (TBD). 3 credit hours.

### **RELI 333 CHRISTIAN THEOLOGY**

An introduction to the history, methods, and principal topics of Christian theology. (Offered each Spring) 3 credit hours.

### **RELI 341 CHRISTIAN ETHICS**

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. (Offered each fall; and Spring, even years) 3 credit hours.

### **RELI 342 CHRISTIAN PERSPECTIVES TOWARD VIOLENCE**

The course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence. (Fall, even years) 3 credit hours.

### **RELI 346 WORLD RELIGIONS**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. (On demand) 3 credit hours.

### **RELI 347 RELIGIONS OF INDIA**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions. (Fall, even years) 3 credit hours.

### **RELI 348 RELIGIONS OF CHINA AND JAPAN**

This course will introduce the students to the historical, theological, and practical, developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions. (Spring, odd years) 3 credit hours.

### **RELI 349 INTRODUCTION TO JUDAISM**

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will be challenged to explore Christian approaches to Judaism. (Spring, even years) 3 credit hours.

### **RELI 350 INTRODUCTION TO ISLAM**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will be challenged to explore Christian approaches to Islam. (Fall, odd years) 3 credit hours.

### **RELI 351 BIBLICAL BACKGROUNDS**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. (Fall, odd years) Prerequisite: RELI 101 and 102. 3 credit hours.

### **RELI 352 BIBLICAL INTERPRETATION**

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches and alternative proposals offered since the Enlightenment, and contemporary ways of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be students' own engagement with the Bible in actual exegetical practice. (Spring, even years) Prerequisite: RELI 101 and RELI 102. 3 credit hours.

### **RELI 354 ORAL COMMUNICATION IN A CHRISTIAN CONTEXT**

Guided readings and practice in the preparation and delivery of effective sermons. (Every fall) Prerequisite: Six hours of religious studies courses. 3 credit hours.

### **RELI 358 PRACTICUM**

An introduction to the many facets of applying religious studies in practical settings. The course combines reading, discussion, lectures, and reflection, as well as guided experience in a setting approved by the instructor. (Offered each spring semester.) Prerequisite: Application to and approval of the instructor. 3 credit hours.

### **RELI 370 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. (Spring, even years.) 3 credit hours.

### **RELI 373 CHURCH LEADERSHIP**

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps. (Offered fall, odd years.) 3 credit hours.

### **RELI 374 PRESCHOOL AND CHILDREN DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings. (Spring, odd years) Prerequisite: RELI 101 and RELI 102. 3 credit hours.

### **RELI 375 YOUTH DISCIPLESHIP**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. (Fall, odd years) 3 credit hours.

### **RELI 376 ADVANCED YOUTH DISCIPLESHIP**

This course advances and further develops youth discipleship studies offered in RELI 375 - Youth Discipleship, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth. (Spring, even years) 3 credit hours.

### **RELI 377 ADULT DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content. (Fall, even years) Prerequisite: RELI 101 and RELI 102. 3 credit hours.

### **RELI 378 COTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also

discuss the impact that such movements have had in the United States and Europe. (Fall, odd years) 3 credit hours.

### **RELI 380 SELECTED TOPICS IN RELIGIOUS STUDIES**

1-3 credit hours.

### **RELI 387 ISSUES IN SCIENCE AND RELIGION**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. (Spring, odd years) 3 credit hours.

### **RELI 397 INTERNSHIP**

A minimum of ten weeks spent in full-time (30+ hours/week) supervised service in a setting approved by the instructor. The course combines reading, reflections, and guided experience. (Offered each summer as a 10-week course.) Prerequisite: Application to and approval of the instructor. 3 credit hours.

### **RELI 490 SENIOR SEMINAR**

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. This course should be taken in one of the student's final two semesters. (Offered each semester) Prerequisite: RELI 101, RELI 102 and three of the following: RELI 271, RELI 333, RELI 321 and PHIL 200 or equivalents. (IL\*) 3 credit hours.

### **RELI 495 INDEPENDENT STUDY**

A course consisting of guided readings, independent research, conferences with the supervising professor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of the holdings of the Dover Library. (On demand) 3 credit hours.

### **SCED 330 SCIENCE METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. (Fall) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **SGLG 101 ELEMENTARY ASL I**

A beginning course designed for students who have little or no study in ASL. The course is designed to help students acquire basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend five hours of Deaf Events approved by the Professor. 3 credit hours.

### **SGLG 102 ELEMENTARY ASL II**

The continuation of a beginning course designed for students who have some study and some exposure to ASL. The course is designed to continue students' acquisition of basic expressive and receptive

conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend ten hours of Deaf Events approved by the Professor. Prerequisite: SGLG 101 or satisfactory score on placement test. 3 credit hours.

### **SGLG 201 INTERMEDIATE ASL I**

An intermediate course designed to further expressive and receptive conversational ability of students who have a basic command of skills taught in Elementary SGLG 101 and 102. Taught in ASL, one hour of lab required per week. The student will be required to attend fifteen hours of Deaf Events approved by the Professor. Prerequisite: SGLG 102 or satisfactory score on placement test. 3 credit hours.

### **SGLG 202 INTERMEDIATE ASL II**

The continuation of an intermediate course designed with an increased emphasis on expressive skills, linguistic knowledge and integration of cultural behaviors in conversation. Taught in ASL, one hour of lab required per week. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. (Spring) \*Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the intermediate level. A fee of \$100.00 will automatically be charged to the students account when signing up for this course. Prerequisite: SGLG 201 with a grade of C (2.00) or better or satisfactory score on the placement test. 3 credit hours.

### **SGLG 211, 212 INTENSIVE ASL I AND II**

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing. Prerequisite: SGLG 102 or satisfactory score on the placement test. 6 credit hours.

### **SGLG 300 INTRODUCTION TO THE DEAF COMMUNITY**

A survey course focusing on aspects of the Deaf Community including views of the community, use of language, organizations of and for Deaf people, causes of deafness, laws and services pertaining to the Deaf Community, hard-of-hearing individuals and deaf-blind individuals. No prior knowledge of ASL required. (Fall) 3 credit hours.

### **SGLG 301 ADVANCED ASL I**

The course focus is on complex grammatical structures including but not limited to sentence structure, classifiers, locatives, and pluralization. This course is taught in ASL. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. (Fall) Prerequisite: SGLG 202 with a grade of C (2.00) or better or satisfactory score on the placement test. 3 credit hours.

### **SGLG 302 ADVANCED ASL II**

The continuation of an advanced course designed with an increased emphasis on complex grammatical structures. This course is taught in ASL. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the Professor. (Spring) \*Additionally, the student must pass the Sign Language Proficiency Interview (SLPI) at the Advanced Plus level. A fee of \$100.00 will automatically be charged to the student's account when signing up for this course. Prerequisite: SGLG 301 with a grade of C (2.00) or better or satisfactory score on the placement test. 3 credit hours.



### **SGLG 305 DEAF CULTURE**

This course is an in-depth study of culture and the Deaf community. Topics include but are not limited to language use, traditions, norms and values. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the professor. This course is taught in ASL. (Spring) Prerequisite: SGLG 201 with a grade of C (2.00) or better or permission of the department. 3 credit hours.

### **SGLG 320, 321 INTERNATIONAL EXPERIENCE**

1 to 3 credit hours each semester.

### **SGLG 401 THE SOCIOLINGUISTICS OF SIGN LANGUAGE**

This course is a study of the effect of society on the way sign language is used. It focuses on sign language variation between sub groups, cultural norms, register, turn-taking, high context vs low-context cultures, multilingualism, bilingualism, language attitudes, and discourse analysis. The student will be required to attend fifteen to twenty hours of Deaf Events approved by the professor. This course is taught in ASL. (Spring) Prerequisite: SGLG 301 with a grade of C (2.00) or better or permission of the department. 3 credit hours.

### **SGLG 402 ASL LITERATURE AND FOLKLORE**

This course focuses on the study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays and folklore. (Fall) Prerequisite: SGLG 301 with a grade of C (2.00) or better or permission of the department. 3 credit hours.

### **SGLG 407 LINGUISTICS OF ASL**

The primary goal of this course is to further develop students' advanced knowledge of the linguistic structure of American Sign Language. Course content includes in depth analysis of complex linguistic structures, historical development of ASL and cultural aspects of the use of ASL. The course is designed for advanced ASL students. (Spring) Prerequisite: SGLG 301 with a grade of C (2.00) or better or permission of the department. (IL\*) 3 credit hours.

### **SGLG 408 INTRODUCTION TO TEACHING ASL**

Students will be given an overview of how second languages have been traditionally taught, what the current methods and theories are and their application to the teaching of American Sign Language. Students will learn about development of syllabi and lesson plans, selection of curriculum resources, class activities, evaluation techniques and professionalism including ASLTA certification for teaching ASL. Students will be provided opportunities to practice basic teaching techniques, select appropriate materials, design curriculum and evaluation techniques, including how to teach fingerspelling and numerical signs, vocabulary, grammatical features and Deaf culture in lessons. (Fall) Prerequisite: SGLG 202 with a grade of C (2.00) or better or permission of the department. 3 credit hours.

### **SGLG 409 SPECIAL TOPIC**

The focus of this course is on specialized terminology to enhance the vocabulary of upper level ASL majors or interpreting minors. Topics may include but are not limited to: medical, educational, legal and scientific terminology, computer, rehabilitation, mathematical, and religious terminology. A select number of topics will be covered

during the progression of the course. (Only available as needed.)  
3 credit hours.

### **SGLG 410 PRACTICUM IN TEACHING ASL**

This course is designed to provide students the opportunity to work with learners in elementary, middle and high school and to gain understanding in teaching ASL in these three levels. The students will spend one hour per week meeting with their professor for discussion and reports on classroom experiences and assigned readings. The student will spend two hours per week engaged in observations and supervised experience with each of the three age groups. Prerequisite: SGLG 408. 3 credit hours.

### **SGLG 494 INDEPENDENT STUDY**

This course is designed to enable a junior or senior student to undertake a specific research project of professional interest and need. Prerequisite: SGLG 202 with a grade of C or better and permission of the department. 1-3 credit hours.

### **SGLG 495 INTERNSHIP**

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement. (Fall) Prerequisite: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting SLIN 303, and permission of the department. 3 credit hours each semester.

### **SGLG 496 INTERNSHIP**

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement. (Spring) Prerequisite: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting SLIN 303, and permission of the department. 3 credit hours each semester.

### **SLIN 220 ENGLISH PROCESSING FOR INTERPRETERS**

Course focus is on the development of English processing skills necessary for interpreting. Such skills include English comprehension, memory, acuity and discrimination, immediate repetition, delayed repetition, word level pattern inference, phrase level pattern inference and others. (Fall) Prerequisite: SGLG 102 or permission of the department. All prerequisites must have been completed with a grade of C (2.00) or better. 3 credit hours.

### **SLIN 303 FUNDAMENTALS AND THEORIES OF INTERPRETING**

Course focus is on interpreting as a profession. Topics include the history of sign language interpreting, models of interpreting, the process of interpreting, the Code of Professional Conduct and the business of interpreting. Application of models and theories will be practiced in class. (Spring) Prerequisite: SGLG 201 and permission of the department. All prerequisites must have been completed with a grade of C (2.00) or better. If the student is an ASL major but not an Interpreting minor this one course may be taken for major credit. 3 credit hours.



### **SLIN 320 INTERPRETING: VOICE TO SIGN**

Course focus is on the practice of interpreting from English to ASL. It will begin with translation exercises at the sentence level and build to interpreting simultaneously with larger texts. Prerequisites: SGLG 202, SLIN 303 or permission of the department. All prerequisites must have been completed with a grade of C (2.00) or better. (Fall) 3 credit hours.

### **SLIN 321 INTERPRETING: SIGN TO VOICE**

Course focus is on the practice of interpreting from ASL to English. It will begin with translation exercises at the sentence level and build to interpreting simultaneously with larger texts. Prerequisite: SGLG 202, SLIN 303 and 320 or permission of the Dept. All prerequisites must be completed with a grade of C (2.00) or better. 3 credit hours.

### **SLIN 403 INTERPRETING FOR SPECIAL POPULATIONS**

Topics include interpreting for Deaf people with vision impairments, minimal language skills (mls), developmental disabilities, physical difficulties, emotional trauma, the terminally ill and age related issues. Prerequisite: SLIN 303, 320 and 321. 1 to 3 credit hours.

### **SLIN 404 SIGNS IN APPLICATION**

Course focus is on techniques and vocabulary associated with interpreting in a variety of settings. Topics include: medical, mental health, legal, religious, social services, rehabilitation and others. (Fall) Prerequisite: SGLG 302, SLIN 303, SLIN 320, SLIN 321. All prerequisites must have been completed with a grade of C (2.00) or better. 3 credit hours each semester.

### **SLIN 405 PRINCIPLES OF EDUCATIONAL INTERPRETING**

This course is an introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues and tutoring/note taking strategies. Students will learn the basics of transliterating and have the opportunity to practice transliterating and interpreting in an educational setting. (Spring) Prerequisite: SGLG 302, SLIN 303, SLIN 320, SLIN 321, and SLIN 404. All prerequisites must have been completed with a grade of C (2.00) or better. 3 credit hours each semester.

### **SOCI 201 INTRODUCTION TO SOCIOLOGY**

An introduction to sociology, providing essentials for an understanding of the forces making for group life and for specialized study of sociological problems. (Each semester) 3 credit hours.

### **SOCI 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. (Annually) 3 credit hours.

### **SOCI 203 MARRIAGE AND FAMILY**

A study of the practical problems of courtship and marriage, with emphasis on interpersonal relationships between husband and wife, and parents and children. While more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East and Europe. (Each semester) 3 credit hours.

### **SOCI 310 SOCIAL PSYCHOLOGY**

A study of the interaction between the individual and the group, and the influence of each on the other. (Annually) 3 credit hours.

### **SOCI 311 SOCIAL RESEARCH METHODOLOGY**

The scientific method is 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. Students taking this course must have completed SOCI 201 and 396. (Spring) (IL\*) 3 credit hours.

### **SOCI 313 SOCIOLOGY OF DEVIANT BEHAVIOR**

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. (Annually) 3 credit hours.

### **SOCI 330 SOCIOLOGICAL THEORY**

A study of the major systems of thought concerning society. Emphasis is given to the philosophical and historical context of sociological theory from its classical roots to contemporary application. Students taking this course must have completed SOCI 201. (Annually) 3 credit hours.

### **SOCI 340 SOCIAL CHANGE**

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change. (Annually) 3 credit hours.

### **SOCI 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. (intermittent) 3 credit hours.

### **SOCI 396 INTRODUCTION TO STATISTICS**

(See Psychology 396.) (Annually) 3 credit hours.

### **SOCI 400 MINORITY GROUPS**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. (Annually) 3 credit hours.

### **SOCI 410 SOCIOLOGY OF GENDER**

Sociological theories, concepts, and perspectives will be used to analyze the social meaning of gender in American society. Attention will be given to gender differences and similarities, social role expectations, and an historical survey of the changing roles of men and women in our society. (Occasional) 3 credit hours.

### **SOCI 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. (Annually) 3 credit hours.

### **SOCI 415 JUVENILE DELINQUENCY**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System. (Occasional) 3 credit hours.

### **SOCI 421 THE COMMUNITY**

A study of the structure and function of rural and urban communities, their institutions and problems. Differences between American communities and communities in other cultures will be examined. (Intermittent) 3 credit hours.

### **SOCI 430 SPECIAL TOPICS: SOCIOLOGY**

A specialized study of various sociological developments. Topics will vary from semester to semester. (Occasional) 3 credit hours.

### **SOCI 450, 451 INTERNATIONAL EXPERIENCE**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science and Sociology through an international study experience. The course can be taken more than once for different international experiences. 3 credit hours.

### **SOCI 490 SOCIOLOGY SEMINAR**

Independent research, guided readings and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology. (Arranged) 3 credit hours.

### **SOCI 497, 498 INTERNSHIP**

Three hours credit may apply to the student's major. Prerequisites: junior standing and departmental approval. (Arranged) 3 credit hours each semester.

### **SPAN 101 REAL WORLD SPANISH: GET READY!**

This is a beginning course for students who have had little or no study in Spanish grammar. The course is designed to help students acquire basic skills in comprehension, speaking, reading, and writing. Taught in Spanish, one hour of lab required per week. 3 credit hours.

### **SPAN 102 REAL WORLD SPANISH: GET SET!**

This is the second part of the beginning course for students who have had some study and exposure to Spanish grammar. The course is designed to help students improve basic skills in comprehension, speaking, reading, and writing. Taught in Spanish, one hour of lab required per week. Prerequisite: SPAN 101 or satisfactory score on placement test. 3 credit hours.

### **SPAN 201 REAL WORLD SPANISH: LET'S GO!**

This is the first semester of the second year of Spanish grammar. Students are expected to have a basic command of elementary Spanish skills. Taught in Spanish. One hour of lab per week.

Prerequisite: Spanish 102 or satisfactory score on placement test. 3 credit hours.

### **SPAN 202 REAL WORLD SPANISH: TRANSITIONS**

This course serves as a bridge between basic and advanced courses in Spanish. Its goal is to prepare students for upper-level Spanish conversation, culture, and literature classes. It is taught in Spanish with one hour of lab per week. Prerequisite: Spanish 201. 3 credit hours.

### **SPAN 301 INTENSIVE SPANISH: TEXTS AND CONTEXTS**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary. (Fall) Prerequisite: Spanish 202. 3 credit hours.

### **SPAN 302 ADVANCED SPANISH EXPRESSION**

Advanced study of the precision of spoken and written Spanish with an introduction to literary and cultural studies. (Spring) Prerequisite: Spanish 202, 301 recommended. (IL\*) 3 credit hours.

### **SPAN 305 PRODUCTS, PRACTICES, AND PERSPECTIVES OF THE SPANISH-SPEAKING WORLD**

History and civilization of the Spanish-speaking world. (Spring) Prerequisite: Spanish 301 and 302 or permission of the department. 3 credit hours.

### **SPAN 310 SPANISH FOR CAREERS**

Advanced study of the Spanish language as needed for professional careers. Spanish 301 and 302 or permission of the department. (On Demand) 3 credit hours.

### **SPAN 311, 312 SPANISH STUDY ABROAD**

Intensive language study, home-stay living experience, and travel at the Instituto de Lengua y Cultura Costarricense in Alajuela, Costa Rica (Central America) or Leon (Spain). 6 credit hours.

### **SPAN 315 LIGHTS, CAMERA, ACTION! STUDIES IN HISPANIC FILM**

An in depth study of cinematic productions in Spanish. 3 credit hours. (On Demand) Prerequisite: SPAN 301 and 302 or permission of the department. SPAN 320, 321 INTERNATIONAL EXPERIENCE Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel. 1-3 credit hours each semester.

### **SPAN 332, 333, 334 SPANISH METHODS/PRACTICUM K-6**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 2 credit hours each semester.

### **SPAN 335, 336, 337 SPANISH METHODS/PRACTICUM 6-9**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a

public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 2 credit hours each semester.

### **SPAN 338, 339, 340 SPANISH METHODS/PRACTICUM 9-12**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising professor for discussion and reports on classroom experiences and assigned readings. (Permission of Professor) 2 credit hours each semester.

### **SPAN 403 ADVANCED SPANISH ORAL EXPRESSION**

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary. Prerequisite: Spanish 301 and 302 or permission of the department. 3 credit hours.

### **SPAN 409 SEMINAR IN SPANISH: SPECIAL TOPICS**

Study by genre, ethnicity, gender, theme or period of one or more of the diverse aspects of past and/or present Spain and/or Spanish American countries. Prerequisite: SPAN 301 and 302, or permission of department. 3 credit hours.

### **SPAN 410 VOICES THAT FORMED OUR WORLD: TEXTS OF SPAIN**

A chronological and/or thematic study of selected texts from Spain with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisite: SPAN 301 and 302 or permission of the department. 3 credit hours.

### **SPAN 420 REDISCOVERING NEW WORLDS**

A chronological and/or thematic study of selected texts from Spanish American with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism. Prerequisite: SPAN 301 and 302 or permission of the department. 3 credit hours.

### **SPAN 430, 440 ADVANCED STUDIES IN HISPANIC PEOPLES AND CULTURES I, II**

Readings and discussions of selected texts with extensive written and oral work in Spanish. Prerequisite: SPAN 301 and 302 or permission of the department. 3 credit hours each semester.

### **SPAN 495, 496 INDEPENDENT STUDY I AND II**

Designed to enable a senior or junior Spanish major to undertake a specific research or intern project of professional interest and need. 3 credit hours each semester.

### **SPED 450 PRACTICAL EXPERIENCE IN SPORT INSTRUCTION**

This course requires the student to refine and to demonstrate competence in sport instruction. Emphasis is placed on instructional expertise, ethical conduct, and professional behavior. This Course includes 50 hours of practicum in a select sport-instruction setting, as well as regular class meetings, the development of a portfolio, and formal presentation. Based on placement, background check and other fees may apply. (Spring) Prerequisite: All coursework in the

program completed or in progress during semester of enrollment. 3 credit hours.

### **SSCI 205 GLOBAL UNDERSTANDING**

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course. (Each semester) 3 credit hours.

### **SSED 307 SOCIAL STUDIES METHODS IN 21ST CENTURY SCHOOLS**

A study of the content, resources and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. (Spring) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **SSED 310 TEACHING GEOGRAPHY**

This course will develop the skills and the knowledge of world regions necessary for understanding and teaching geographic themes and concepts to young adolescents. The course assumes that teacher candidates bring to the class limited experience in the formal study of geography. (Fall) Prerequisite: EDUC 250 with grade of C or better. 3 credit hours.

### **SPMG 218 PRINCIPLES OF SPORT MANAGEMENT**

An overview of the field of sport management with emphasis placed on history, philosophy, 154 ethics, program evaluation, current trends, and career opportunities. For majors and minors only. (Fall) 3 credit hours.

### **SPMG 250 SOCIAL ISSUES IN SPORTS**

An introduction to the concept of sport in society. This course examines issues and patterns of social behavior as they relate to play, games, and sport. (Fall, Spring) 3 credit hours.

### **SPMG 285 COMMUNICATION IN SPORT**

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. The course will utilize various broadcasts, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values. (Fall, Spring) 3 credit hours

### **SPMG 305 SPORT FACILITY DESIGN AND EVENT MANAGEMENT**

Students will study the design and construction of sport facilities. In addition, students will study how to create, manage, and market sport events. (Fall, Spring) 3 credit hours.

### **SPMG 310 SPORT MARKETING AND PROMOTION**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan and promotional proposals. (Fall, Spring) 3 credit hours.

### **SPMG 335 FINANCE & ECONOMICS OF SPORT**

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies. (Fall, Spring) 3 credit hours.

### **SPMG 345 LEGAL ISSUES IN SPORT**

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators. (Fall, Spring) 3 credit hours.

### **SPMG 360 INTEGRATED EXPERIENCE IN SPORT MANAGEMENT**

This course offers experiences to prepare students for obtaining internships and jobs in a sport management setting. These experiences consist of an on campus internship (70 hours), resume building for the sport management field, career shadowing with a sport leader, current assessment practices for the sport management field and analysis in the current trends in sport management. (Fall, Spring) Prerequisite: SPMG 218 and SPMG 305. 3 credit hours.

### **SPMG 410 SPORT GOVERNANCE**

The basics of managerial activities necessary for governance and policy development in sport organizations at the professional, collegiate, high school, and amateur level are covered, as well as the structure and function of the various organizations. (Fall, Spring) Prerequisite: SPMG 218 or permission of instructor. 3 credit hours.

### **SPMG 415 ETHICS AND LEADERSHIP IN SPORT**

Analysis and application of ethical and leadership theories as applied to situations in sport management settings. (Fall, Spring) Prerequisite: SPMG 218 or permission of instructor. (IL\*) 3 credit hours.

### **SPMG 497 INTERNSHIP IN SPORT MANAGEMENT**

This course provides the student an opportunity to experience a specific professional interest. In addition, students are required to have a minimum grade of "C" (2.00). (Fall, Spring, Summer) Prerequisite: SPMG 360 and a minimum of 27 credit hours in major, or permission of instructor. 9 or 12 credit hours.

### **THEA 100 ACTING I**

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc., are explored with significant emphasis on improvisation. 3 credit hours.

### **THEA 101 ACTING II**

A continuation of Acting I with emphasis placed on realistic style. Prerequisite: THEA 100. 3 credit hours.

### **THEA 200 ACTING III**

A continuation of the skills and techniques introduced in Acting I and II. This course also includes extensive focus on script analysis, character development and scene work. Prerequisite: THEA 101. 3 credit hours.

### **THEA 201 ACTING IV**

A laboratory course exploring styles of acting for traditional and nontraditional dramatic literature, including classical and neoclassical forms as well as Shakespeare. 3 credit hours. Prerequisite: THEA 200 THEA 202 VOICE AND DICTION  
An introduction to the International Phonetic Alphabet and dialects for the stage. 3 credit hours.

### **THEA 203 APPLIED THEATRE**

Participation in university theatre productions. 1 credit hour.

### **THEA 205 SUMMER THEATRE WORKSHOP**

A practical workshop designed to immerse each student in all aspects of theatre production. The workshop concludes with at least one fully mounted production. Open to college and high school students. Dates announced each spring. 3 credit hours.

### **THEA 222 STAGECRAFT**

This course examines the production process through participating in set building, set load-in, running of productions, and post-mortem analysis. The course focuses on the various aspects of play production, including standard practices, terms, methodology, materials, scenic painting, and safety methods. This is a participation course. 3 credit hours.

### **THEA 225 BEGINNING STAGE MAKE-UP**

An introduction to facial structure, color theory, basic make-up techniques, character makeup, fantasy make-up, and application techniques. Intensive practical application. 3 credit hours.

### **THEA 235 THEATRE SURVEY**

Encourages an appreciation and basic understanding of the world of live theatre. The course focuses on the artistry and mechanics of producing the modern stage play. The knowledge, skills and talents necessary to succeed in the theatre arts are studied. Attendance at live theatre performances may be required. 3 credit hours.

### **THEA 300 INTRODUCTION TO SCENE DESIGN**

This course introduces the fundamental elements of design for the stage, including spot, line, shape, and color while relating these to scenic design. 3 credit hours.

### **THEA 320 INTRODUCTION TO LIGHTING AND SOUND DESIGN**

This course introduces the student to the design process and the various tools with which a lighting and sound designer expresses these art forms. The course includes script analysis, basic drafting, the production of light plots, and an introduction to the intermediate technologies associated with successfully running lights and sound during a production. 3 credit hours.



### **THEA 332 STAGE COMBAT**

A laboratory course emphasizing the physical performance skills of stage combat, to include sword work, quarterstaff, and unarmed combat. Nationally recognized standards for safety are emphasized. Prerequisite: THEA 100. 3 credit hours.

### **THEA 333 INTRODUCTION TO COSTUME DESIGN**

This course will explore the elements and principles of the design and construction of costuming for the stage. It will include script analysis, design research, renderings, and basic sewing techniques used when sewing costumes. 3 credit hours.

### **THEA 381 THEATRE HISTORY AND LITERATURE I**

This course surveys the history of Western theatre and dramatic literature from the beginnings of civilization through the Middle Ages and early Renaissance, as well as the origins of Eastern theatre, including China, Japan and India. The primary objective of this course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of these regions and to show how these elements interact with the political, social, economic, and religious forces of their respective periods. Prerequisite: Junior standing or permission from instructor. (IL\*) 3 credit hours.

### **THEA 382 THEATRE HISTORY AND LITERATURE II**

A survey of the history of the theatre and dramatic literature in Europe and America beginning with Renaissance Italy, England, France and Spain, and continuing through the middle of the nineteenth century. The objective of the course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of Western theatre and to show how these elements interact with the political, social, economic, and religious forces of their respective periods. Prerequisite: Junior standing or permission from instructor. 3 credit hours.

### **THEA 383 THEATRE HISTORY AND LITERATURE III**

A study of the development of theatre history and dramatic literature from the late 19th century to the present, including Ibsen, Strindberg, Chekhov and Shaw, and such contemporary playwrights such as Suzan Lori-Parks and August Wilson. Major movements and trends of the last century will be explored, including realism, the avant-garde, and social drama. There will be a strong focus on world drama, such as that of Europe, Africa, Ireland, and the East. The emphasis will be on reading and evaluating plays and playwrights within their cultural and historical contexts. Prerequisite: Junior standing or permission from instructor. 3 credit hours.

### **THEA 390 THEATRE MANAGEMENT**

Organizational structures and management principles for educational, professional, community and church-related theatre programs with an emphasis on not-for-profit organizations. Prerequisite: Upper-level standing or permission of instructor. 3 credit hours.

### **THEA 400 SPECIAL TOPICS IN THEATRE**

Specialized study in selected areas of theatre arts. Course content will vary and will reflect current developments in the theatre and respond to student interest and need. 1-3 credit hours (variable).

### **THEA 421 PLAYWRITING**

The purpose of this course is to introduce the student/writer to the details of writing for the stage and to provide a workable knowledge of the building blocks for constructing a play. Activities will include the reading of several "classic" one-act plays; the reading of various parts of a text on playwriting; character sketches and exercises in the writing of dialogue; developing a scenario; and a final project, the completion of a one-act play. 3 credit hours.

### **THEA 434 DIRECTING I**

Basic principles of directing a theatrical production including script analysis, blocking, auditioning, rehearsing and working with actors. Requires experience in at least one theatrical production. Prerequisite: THEA 101, 235 and Junior standing or instructor approval. 3 credit hours.

### **THEA 435 DIRECTING II**

Students will receive hands-on training in directing their own productions. In addition to directing several scenes in class, students will cast and direct their own one-act play at the end of the semester. Prerequisite: THEA 434. 3 credit hours.

### **THEA 442 ACTING FOR THE CAMERA**

An advanced course in acting designed to acquaint the student with changes in technique that are necessary for performance before the film or television camera with an emphasis on small scene performance. Students are afforded extensive scene work in front of the camera. Prerequisite: THEA 101. 3 credit hours.

### **THEA 493 INTERNSHIP IN THEATER ARTS**

3 credit hours.

### **WLLC 101 THE SCIENCE OF LANGUAGE: AN INTRODUCTION TO LINGUISTICS**

Communication is a science and an art. Language is inherently systematic and can be described scientifically with all its rules and regulations. Quite ironically, its usage is by nature organic, often bending and breaking rules to allow for effective, creative, and influential communication. This course will examine the structure of language (its elements: morphology, phonology, phonetics, syntax, semantics), the usage of language (its uniqueness as a human phenomenon), and the diversity of language (its variation among humankind). 3 credit hours.

### **WLLC 102 ONE WORLD, MANY VOICES: AN INTRODUCTION TO INTERCULTURAL COMMUNICATIVE COMPETENCY**

As societies become increasingly borderless, the ability to navigate the new boundaries in our ever shrinking world is essential. This course is designed to raise awareness to the interrelatedness of culture and communication and in doing so, develop sensitivities, moreover empathy for those whose values, beliefs, and convictions differ from our own. Learning other-centeredness in communication helps to bridge the differences that exist among cultures and yield more effective and productive collaboration. Goals for this course include expanding one's set of verbal and nonverbal skills, developing cultural proficiency in unfamiliar settings, deepening one's knowledge of other cultures and contexts (social, linguistic, historical) and how those impact the efficacy of communication. 3 credit hours.

### **WLLC 103 THE ART OF 'READING:' INTRODUCTION TO LITERARY AND FILM STUDIES**

How do we interact with a text or film? How does a work of art work? How do my critical skills and my personal/cultural background affect my perception of the work of art? The course will provide a strong foundation for the study of literature and film by introducing fundamental concepts and methods that allow a personal and self-conscious engagement with films and literary works. 3 credit hours.

### **WLLC 301 GIRLS GONE MAD: THE PORTRAYAL OF FEMALE "MADNESS" IN WORLD CINEMA**

This course examines the role, treatment, and development of the "mad" female subject as portrayed in contemporary international films chosen from various countries and continents in order to examine different languages and cultures. In particular, we will study and analyze the manifestations of female madness displayed by the female protagonists presented in various world films. 3 credit hours.

### **WLLC 302 HE SAID, SHE SAID: GENDER AND COMMUNICATION**

Men and women use language very differently. These distinctions can be traced to social norms acquired early in childhood that shape individuals well into adulthood. This class explores issues surrounding gender and communication including conversational styles, social position, and cross-cultural (including but not limited to ASL, Hispanic, Francophone, Germanic) challenges stemming from male-female interactions. 3 credit hours.

### **WLLC 303 WOMEN'S VOICES**

This course covers the discussion of influential and interesting texts representing feminine voice and identity. Students will read and discuss texts concerning self-identity and gender roles from at least two different World Languages. The course format will be one of seminar/discussion, where the group will discuss gender studies in general and how gender presents itself as a significant element in literary texts. Each student will select a text in their target language to research more in-depth in a written paper and class presentation. World Languages majors will also present in their target language to representatives from their division. 3 credit hours.

### **WLLC 304 TASTING THE WORLD ONE PLATEFUL AT A TIME: A STUDY OF FOOD, LANGUAGE, AND CULTURE**

Food is at the heart of our existence. It not only sustains us physiologically, but moreover, it is an expression of our humanity. Not only what we place on our table, but the rituals of how we prepare it, how we share it and with whom are a reflection our attitudes, values, and beliefs. This course explores the nexus of food, language, and culture around the world and the cross linguistic differences and similarities among them and the rich communication which results when we gather to sup with one another. 3 credit hours.

### **WLLC 305 DANCE 'ROUND THE WORLD: A STUDY OF DANCE AND CULTURAL DIVERSITY**

Dances are often seen as entertainment or an expression of art. This course seeks to delve deeper into the medium of dance to explore it as a form of communication and as a reflection of cultural diversity. Dance is a powerful tool which creates community and fosters harmony and commonality across racial, social, and economic

boundaries. Through its study, we can observe varying belief systems and leadership infrastructures and the common spirit of humanity which unites us in spite of cultural, linguistic, and historical differences among societies. 3 credit hours.

### **WLLC 306 VOICES OF EXILE**

This course covers post-colonial texts, cultures, and diaspora. Students will read and discuss texts concerning self-identity and culture as represented through exile from the author's native culture. The course format will be one of seminar/discussion, where the group will discuss different points of existentialism, diaspora, and creation of a unique third space in the selected texts. Each student will select a text in their target language to research more in-depth in a written paper and class presentation. World Languages majors will also present in their target language to representatives from their division. Texts from at least two different World Languages will be studied. 3 credit hours.

### **WLLC 480 SENIOR SEMINAR (CAPSTONE COURSE)**

A senior seminar focusing on the exploration, research, development, and presentation of a major research and analytical essay on a subject appropriate to the major [Essay presented at conference in the following spring semester]. 3 credit hours.

### **UNIV 101 FIRST-YEAR EXPERIENCE**

First-Year Experience is a comprehensive course designed to help first-year Bachelor of Music students develop an effective balance of academic achievement and personal growth which will contribute to their college success. Topics include goal setting, study skills, time management, exam preparation, and critical thinking. First-year Bachelor of Music students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it the following semester. 1 credit hour.

### **UNIV 111 DIMENSIONS OF UNIVERSITY LIFE**

This is a comprehensive course designed to help first-year students develop an effective balance of academic achievement and personal growth which will contribute to their college success. UNIV 111 includes the same topics as UNIV 101 with the addition of Interdisciplinary Studies Modules which include such topics as religion, philosophy, science, economics, culture and language and how these topics relate to the first-year book. This course is intended for all first-year students EXCEPT Bachelor of Music majors. First-year students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it the following semester. 3 credit hours.

(IL\*) Information Literacy Designated Course

# DEGREE COMPLETION PROGRAM COURSE DESCRIPTIONS

## ACC 213 ACCOUNTING PRINCIPLES I

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations. 3 credit hours.

## ACC 214 ACCOUNTING PRINCIPLES II

Continued coverage of financial accounting. Partnerships, corporations, debt and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting and variance analysis. Prerequisite: ACC 213 or permission of the instructor. 3 credit hours.

## ACC 313 INTERMEDIATE ACCOUNTING I

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets. Financial reporting and analysis. Prerequisite: Two courses in accounting principles. 3 credit hours.

## ACC 314 INTERMEDIATE ACCOUNTING II

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity. Financial reporting and analysis. Prerequisite: ACC 313. 3 credit hours.

## ACC 315 COST ACCOUNTING

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. Prerequisite: Two courses in accounting principles. 3 credit hours.

## ACC 400 ACCOUNTING INFORMATION SYSTEMS

In addition to an in-depth investigation of the automation and technology associated with the accounting function. Students will develop a proficiency with a recognized accounting software package. Prerequisite: ACC 214 and CIS 300. 3 credit hours.

## ACC 425 FEDERAL INCOME TAX I

Examines introductory federal income tax provisions and compliance from an individual income tax perspective, emphasizing the business implications of individual tax law. Prerequisite: ACC 214. 3 credit hours.

## ACC 426 FEDERAL INCOME TAX II

Examines introductory federal income tax provisions and compliance from a corporate perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisite: ACC 214 and ACC 425. 3 credit hours.

## ACC 430 FORENSIC ACCOUNTING

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees and other stakeholders to commit fraud against their organizations. It will cover prevention, detection and investigative strategies for businesses, nonprofit entities and governmental functions. Prerequisite: ACCT (ACC) 213 and 214 or permission of the instructor. 3 credit hours.

## ACC 435 ADVANCED ACCOUNTING

Accounting for partnerships, insurance, corporate consolidations, and government. Prerequisite: ACC 314. 3 credit hours.

## ACC 450 AUDITING

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: ACC 314. 3 credit hours.

## ART 307 ART SURVEY

Introduction to major artists and styles in the history of art, emphasis on appreciating art in its context and understanding the elements and principles of design. 3 credit hours.

## BAD 115 INTRODUCTION TO BUSINESS

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3 credit hours.

## BAD 300 LEGAL ENVIRONMENT OF BUSINESS

The course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations. 3 credit hours.

## BAD 301 PERSONAL FINANCE

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. 3 credit hours.

## BAD 302 MONEY AND BANKING

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Prerequisite: ECO 203, ECO 204. 3 credit hours.

## BAD 304 APPLIED BUSINESS STATISTICS

The course considers the use of statistics in business for better planning, control and decision making with the focus on using computer statistical software, interpretation and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance and regression analysis are covered. Prerequisites: Mathematics 316 or equivalent, Computer Information Systems 300 or equivalent or permission of the instructor. 3 credit hours.

### **BAD 305 QUANTITATIVE METHODS FOR BUSINESS**

Explores the use of quantitative methods for decision analysis. Topics include linear programming, sensitivity analysis, integer and goal programming, queuing models and simulation. Prerequisite: College course work in algebra or MTH 300 with a 2.0 or better, BAD 304, CIS 300. 3 credit hours.

### **BAD 311 LABOR AND THE ECONOMY**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Prerequisite: ECO 203, ECO 204. 3 credit hours.

### **BAD 312 FINANCIAL MANAGEMENT**

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time, value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. Prerequisite: ACC 213, 214, ECO 203, and ECO 204. 3 credit hours.

### **BAD 318 PRINCIPLES OF MARKETING**

A comprehensive analysis of the marketing system and the marketing process. 3 credit hours.

### **BAD 319 ADVERTISING AND PROMOTION**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system. Prerequisite: BAD 318. 3 credit hours.

### **BAD 325 BUSINESS COMMUNICATIONS APPLICATIONS**

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. 3 credit hours.

### **BAD 340 INTEGRATION OF FAITH AND BUSINESS**

This elective course will explore the interplay between faith and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith makes a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service. Prerequisite: Junior or senior level status. 3 credit hours.

### **BAD 360 INTERNATIONAL BUSINESS**

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

### **BAD 396 INTERNATIONAL TRAVEL**

The course provides the student an opportunity to expand his/her business and cultural horizons by visiting different international cities and countries. Lecture and travel. 3 credit hours.

### **BAD 401 INTERNATIONAL ECONOMICS**

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. Prerequisite: ECO 203 and ECO 204. 3 credit hours.

### **BAD 402 MANAGERIAL ECONOMICS**

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. Prerequisite: ECO 203 and ECO 204. 3 credit hours.

### **BAD 460 INTERNATIONAL FINANCE**

Explores the role of financial institutions, markets, and strategies in the international context. Prerequisite: BAD 312. 3 credit hours.

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

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: ACC 214, BAD 304, BAD 305, CIS 300, ECO 204, BAD 312, BAD 318, senior standing. 3 credit hours.

### **BAD 495 STRATEGIC BUSINESS APPLICATION**

A course designed to assist in effectively integrating academic preparation and practical career experiences. This course is offered every term and should be taken during final semester. 3 credit hours.

### **BIO 335 PATHOPHYSIOLOGY**

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

### **CIS 201 PROGRAMMING LANGUAGE**

Programming skills for business applications, including basic programming logic, typical programming structures, object-oriented and structured methodologies. 3 credit hours.

### **CIS 300 MANAGEMENT INFORMATION SYSTEMS**

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel. 3 credit hours.

### **CIS 371 SYSTEMS ANALYSIS AND DESIGN**

design processes. Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations. Prerequisite: CIS 300. 3 credit hours.

### **CIS 375 INTRODUCTION TO COMPUTER AND NETWORK SECURITY**

The study of computing security vulnerabilities and techniques and tools for developing secure applications and practicing safe computing. Prerequisite: CIS 201. 3 credit hours.



### **CIS 379 INTRODUCTION TO COMPUTER CONCEPTS**

A general introduction to computers and operating systems, with emphasis on Microsoft Office applications for word processing, spreadsheets, presentations and Internet. 3 credit hours.

### **CIS 423 SURVEY OF PROGRAMMING LANGUAGES**

Introduction to the history and design of programming languages. The applicability of special languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. Prerequisite: CIS 201, CIS 300. 3 credit hours

### **CIS 432 INFORMATION SYSTEMS PROJECT MANAGEMENT**

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques. Prerequisite: CIS 300. 3 credit hours.

### **CIS 433 DATABASE MANAGEMENT**

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations. 3 credit hours.

### **CIS 460 DATA COMMUNICATIONS AND NETWORKING**

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CIS 300. 3 credit hours.

### **CIS 470 STRATEGIC INFORMATION MANAGEMENT**

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies. (Capstone Course) Prerequisite: CIS Major, CIS 300 and Senior status. 3 credit hours.

### **CIS 471 SOFTWARE ENGINEERING**

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

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

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

### **CIS 498 INTERNSHIP IN COMPUTER INFORMATION SYSTEMS**

By special arrangement with the approval of the department chair. 3 credit hours.

### **CJC 410 PHILOSOPHY OF CRIMINAL JUSTICE**

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

### **CJC 420 ADMINISTRATIVE DECISION MAKING**

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

### **CJC 430 CRIMINAL JUSTICE THEORY AND RESEARCH**

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

### **CJC 440 TRENDS IN CRIMINAL JUSTICE**

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

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

An overview and insight into nature and complexity of current International Criminal Justice issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, computer or cyber-crime, money laundering, and trafficking in drugs, people, and arms. 3 credit hours.

### **CJC 460 CYBERCRIME**

An overview of the legal and social implications of technological crimes. Emphasis will be placed on understanding and managing cybercrimes including theoretical implications, prevention, law enforcement investigation and prosecution of cybercrimes. 3 credit hours.

### **CJC 495, 496 INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisite: Approval by the professor offering the study. Student's major department, and concurrence of the Dean. 3 credit hours.

### **CJC 497, 498 INTERNSHIP**

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

### **COM 379 INTERNET SEMINAR**

Advanced work with the Internet in selected areas of research, interpersonal communications, data storage and retrieval and multi media applications. 1 credit hour.

### **ECO 203 PRINCIPLES OF ECONOMICS I (ECONOMICS AND THE FREE MARKET SYSTEM)**

Explores the economic implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. 3 credit hours.

### **ECO 204 PRINCIPLES OF ECONOMICS II**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: ECO 204. 3 credit hours.

### **EDU 250 TEACHING IN THE 21ST CENTURY SCHOOLS**

A course designed to be the candidates' first course orienting them to education as a profession, to Gardner-Webb University's School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a clinical experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area particularly in relation to the North Carolina Standard Course of Study. Because this course sets up all future expectations in the School of Education, it is the pre-requisite for all other education courses and no transfer credit will be accepted for this course. 3-1-4 (All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDU 250, Teaching in 21st Century Schools and EDU 450, Student Teaching. This non-refundable fee will cover the candidate's subscriptions to TaskStream and Teachscape, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad with video capabilities and a Teachscape Mini Kit (sold in the University Campus Shop) for every EDU course with the exception of EDU 250, Teaching in the 21st Century.) Co-requisite: Math 204. 4 credit hours.

### **EDU 302 LITERACY FOUNDATIONS**

This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development and the methods of teaching various literacy skills. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of C or better. 3 credit hours.

### **EDU 306 LITERACY AND LANGUAGE ARTS FOR K-8**

This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Literacy and children's literature will be interwoven to ensure that all students achieve their full literacy potential. The overarching goal will be to examine the relationship between language arts and children's literature as the two processes

are integrated while promoting a lifelong interest in books. Emphasis will be placed on many genre of literature that will support the curriculum and meet established standards. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 302 Prerequisite: EDU 250 with grade of C or better and EDU 302 with a grade of C or better. 4 credit hours.

### **EDU 311 FINE ARTS INTEGRATION IN 21ST CENTURY SCHOOLS**

This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of C or better. 3 credit hours.

### **EDU 312 PRACTICUM IN LITERACY (K-6)**

A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-6 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of literacy instruction. Candidates will work with individual students and small groups in the public school classroom. (A materials fee will be charged for this class.) An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 302 Prerequisite: EDU 250 with grade of C or better and EDU 302 with a grade of C or better. 3 credit hours.

### **EDU 350 DIVERSE POPULATIONS IN 21ST CENTURY SCHOOLS**

A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st century schools. This diversity includes cultural, socio-economic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates' articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. Prerequisite: EDU 250 with grade of C or better. 4 credit hours.

### **EDU 410 INTRODUCTION TO CURRICULUM INTEGRATION AND ASSESSMENT**

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and

growth as they strive to eliminate achievement gaps. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of C or better. 3 credit hours.

### **EDU 435 FACILITATING LEARNING IN 21ST CENTURY ELEMENTARY SCHOOLS**

Elementary Education candidates will build on knowledge of individual student development gained in EDU 350 (Diverse Populations in 21st Century Schools), candidates will apply that knowledge as they assess particular individual student needs, and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. An iPad and a Teachscape Mini Kit are required for this course. Co-requisite: EDU 350. Prerequisite: EDU 250 with grade of C or better. 4 credit hours.

### **EDU 450 STUDENT TEACHING**

A 15-week period of full-time supervised teaching at the appropriate level. The Student Teaching Handbook will provide the guidelines for this course. Prerequisite: Admission to Teacher Education Prerequisite: EDU 250 with grade of C or better, admission to Teacher Education, and all other coursework completed. 12 credit hours.

### **ENG 101 COMPOSITION I**

Introduction to expository writing by process method. Grammar and mechanics as needed. Selected readings. 3 credit hours.

### **ENG 102 COMPOSITION II**

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations, and research skills. Analysis of literary and non-literary texts. Prerequisite: English 101. 3 credit hours.

### **ENG 300 COMPOSITION AND LITERARY INTERPRETATION**

Process writing on topics generated through the study of literature. Students will write in expository, analytical, critical, and research modes. Prerequisite: ENG 101 or its equivalent. 3 credit hours.

### **ENG 311 BRITISH LITERATURE SURVEY I**

Representative writers of British Literature from the beginning of British Literature to the eighteenth century. Prerequisite: ENG 102 or ENG 300. 3 credit hours.

### **ENG 312 BRITISH LITERATURE SURVEY II**

Representative writers of British Literature from the eighteenth century to the present. Prerequisite: ENG 102 or ENG 300. 3 credit hours.

### **ENG 331 AMERICAN LITERATURE SURVEY I**

Representative writers from the American Colonial period to Whitman, mid-nineteenth century. Prerequisite: ENG 102 or ENG 300. 3 credit hours.

### **ENG 332 AMERICAN LITERATURE SURVEY II**

Representative writers of the United States from Walt Whitman to the present. Prerequisite: ENG 102 or ENG 300. 3 credit hours.

### **ENG 351 WORLD LITERATURE I**

Literature from ancient times through 16th century in western and non-western cultures, excluding British and American. Prerequisite: ENG 102 or ENG 300. 3 credit hours.

### **ENG 352 WORLD LITERATURE II**

Literature from the 16th century through present in western and non-western cultures, excluding British and American. Prerequisite: ENG 102 or ENG 300. 3 credit hours.

### **ENT 350 ENTERPRISE CREATION**

The course examines the resources, demands, competitive forces, and strategies required for successful entrepreneurial activities. It covers major aspects of business creation, from idea generation to the birth of an operational business. 3 credit hours.

### **ENT 360 ENTERPRISE GROWTH**

This course covers the development of plans and materials to expand an entrepreneurial venture, including how to gain and maintain a competitive edge in a crowded market. 3 credit hours.

### **ENT 430 ENTERPRISE FUNDING**

The course explores financing models for new ventures, funding sources for new ventures, and optimal funding strategies for entrepreneurs. Prerequisite: BAD 312. 3 credit hours.

### **ENT 440 ENTERPRISE MARKETING**

This course examines the skills and tools entrepreneurs need for marketing in new business. It covers how to target market segments, position products, estimate demand, set prices, gain access to channels, and manage growth. Prerequisite: BAD 318. 3 credit hours.

### **ENT 460 ENTERPRISE STRATEGY**

This course examines strategic thinking and planning for entrepreneurs. It covers tools and strategies to confront change, to plan for and make transitions, and to envision new possibilities and opportunities. Prerequisite: ENT 410 or MGT 410. 3 credit hours.

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

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

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

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



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

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included. 3 credit hours.

### **HEA 401 DRUG AND ALCOHOL EDUCATION**

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

### **HEA 402 SEXUALITY/SEX EDUCATION**

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

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

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

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

Beginning with 1715, this course presents a perspective of the last three centuries of western history. 3 credit hours.

### **HIS 319 THE UNITED STATES IN THE TWENTIETH CENTURY**

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

### **HMG 300 INTRODUCTION TO HEALTHCARE MANAGEMENT**

This course is an introduction to the healthcare delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained. No prerequisites. 3 credit hours.

### **HMG 303 ECONOMICS, BUDGETING, AND FINANCE IN HEALTHCARE**

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management. Prerequisite: ACC 213, ACC 214; ECO 203, ECO 204. 3 credit hours.

### **HMG 310 DIVERSITY AND CULTURE IN HEALTHCARE MANAGEMENT**

This course explores the issues of diversity and culture in healthcare – in human resources, patient's care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease

symptoms within a cultural setting and the cultural relativity of illness. Prerequisite: HMG 300. 3 credit hours.

### **HMG 315 HEALTHCARE QUALITY SEMINAR**

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and introduces the concept of systems thinking and dynamic complexity in healthcare organizations. Prerequisite: HMG 300. 3 credit hours.

### **HMG 400 INTRODUCTION TO INTERNATIONAL HEALTH**

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities. Prerequisite: HMG 300. 3 credit hours.

### **HMG 410 HEALTHCARE LAW AND ETHICS**

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions. Prerequisite: HMG 300. 3 credit hours.

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

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

### **HUS 201 GENERAL PSYCHOLOGY**

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement of the developmental process, social adjustment, and the biological basis of behavior. 3 credit hours.

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

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

### **HUS 301 TREATMENT MODALITIES**

A survey of theories and procedures appropriate for use with clients of community agencies. 3 credit hours.

### **HUS 302 GROUP DYNAMICS**

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



### **HUS 310 SOCIAL PSYCHOLOGY**

A study of the interaction between the individual and the group, and the influence of each on the other. 3 credit hours.

### **HUS 320 INTRODUCTION TO CLINICAL PRACTICE**

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

### **HUS 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 credit hours.

### **HUS 380 PERSONAL ASSESSMENT AND ADJUSTMENT**

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

### **HUS 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 credit hours.

### **HUS 402 INTRODUCTION TO COUNSELING**

The study of basic theories and functions of counseling. Laboratory emphasis will be upon development of a personal counseling philosophy and its application. 3 credit hours.

### **HUS 406 PSYCHOLOGY OF PERSONALITY**

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. 3 credit hours.

### **HUS 412 PSYCHOLOGY OF AGING**

An introduction to the psychological, social and biological aspects of aging. 3 credit hours.

### **HUS 415 JUVENILE DELINQUENCY**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System. 3 credit hours.

### **HUS 425 CRISIS INTERVENTION COUNSELING**

Analyzes types of crisis theory, effects of crisis on the individual, family and community. Looks at methods and resources for crisis intervention. Emphases are on death and dying, divorce, suicide, chemical dependency, and violence in the family. Supervised field experience required. 3 credit hours.

### **HUS 450 POSITIVE PSYCHOLOGY**

This course introduces students to the relatively new and rapidly developing field of positive psychology. Positive psychology focuses on the role of positive emotions, human virtues, and positive institutions in promoting well-being and living a good life. The course includes the study and discussion of theories and research and the application of research findings. Students will have the opportunity to apply course material to their own lives in meaningful ways. 3 credit hours.

### **HUS 493 SEMINAR IN PSYCHOLOGY**

You may sign up for this class more than once for credit as long as the subject and title of the seminar is different from a seminar you have taken previously. 3 credit hours.

### **HUS 497, 498 INTERNSHIP**

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

### **LIB 301 RESEARCH SKILLS**

This course is designed to develop the student's information literacy skills: the ability to recognize when information is needed and to locate, evaluate, and effectively use that information.(Fall, Spring, and Summer online) 1 credit hour.

### **MED 330 MATH METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: MTH 204 Prerequisite: EDU 250 with a grade of C or better and MTH 204 with a grade of C or better. 3 credit hours.

### **MGT 316 PRINCIPLES OF MANAGEMENT**

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

### **MGT 330 INDUSTRIAL SUPERVISION**

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, and human relations. Prerequisite: MGT 316. 3 credit hours.

### **MGT 400 HUMAN RESOURCE MANAGEMENT**

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Prerequisite: All business majors must complete MGT 316. 3 credit hours.

### **MGT 403 HUMAN BEHAVIOR IN ORGANIZATIONS**

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed. Prerequisite: All business majors must complete MGT 316. 3 credit hours.

### **MGT 410 ENTREPRENEURSHIP**

A practical course designed to familiarize the student with the application of economic and managerial techniques of the small business. These techniques include entrepreneurship, location analysis, forms of ownership, financing alternatives, accounting practice, marketing and advertising techniques, and inventory control. Prerequisite: MGT 316. 3 credit hours.

### **MGT 416 PRODUCTION AND OPERATIONS MANAGEMENT**

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing companies, material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling. Prerequisite: BAD 304, BAD 305, MGT 316. 3 credit hours.

### **MGT 422 MARKETING MANAGEMENT**

Topics covered include marketing research, public relations, and marketing channels. Prerequisite: BAD 318 and MGT 316. 3 credit hours.

### **MGT 466 INTERNATIONAL MARKETING**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis toward problem resolution. Prerequisite: BAD 318. 3 credit hours.

### **MGT 485 LEADERSHIP**

Includes the definition, traits, and segmentations of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make, and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders. Prerequisite: All business majors must complete MGT 316. 3 credit hours.

### **MTH 204 MATHEMATICS FOR ELEMENTARY TEACHERS**

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem solving, logical reasoning and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: the Quantitative Dimension of the Basic Course Requirements must be completed. 3 credit hours.

### **MTH 205 MATHEMATICS FOR ELEMENTARY TEACHERS II**

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas. Prerequisite: Math 204. 3 credit hours.

### **MTH 300 SURVEY OF MATH SKILLS**

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

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

Basic statistical analysis. Introductory principles of probability with applications. A working knowledge of advanced high school algebra or intermediate community college algebra is expected. (Fall, Spring, Summer) 3 credit hours.

### **MTH 320 MATH FOR THE LIBERAL ARTS**

The purpose of this course is to give an introduction to and an appreciation for the ways quantitative and geometric reasoning inform problems encountered across a wide range of human activities – from politics and economics to social networking and games. Additionally, the course is designed to introduce the quantitative, computational and problem solving skills necessary for applying that reasoning. (Fall and Spring face-to-face at selected centers and online) 3 credit hours.

### **MUS 320 SURVEY OF MUSIC**

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

### **NUR 300 CONCEPTS IN PROFESSIONAL NURSING**

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

### **NUR 301 RESEARCH IN NURSING**

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

### **NUR 303 TRENDS IN HEALTH CARE**

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

### **NUR 307 COMMUNICATION SKILLS IN NURSING**

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

### **NUR 312 ADVANCED HEALTH ASSESSMENT**

Concentration in the assimilation of previous knowledge of skills of health assessment. Demonstration of skills in performing a health assessment on healthy individuals across the adult life span utilizing the nursing process, adult growth, and development theories, and roles of the Registered Nurse. The student demonstrates advanced skills utilizing a culturally competent, client centered approach. 2 credit hours.

### **NUR 402 NURSING CARE OF THE OLDER ADULT**

Related concepts of the normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide holistic care for the older adult will be examined. Emphasis will be placed on providing critical information needed to engage in the nursing process of assessing, diagnosing, planning, and evaluation outcomes of care. 3 credit hours.

**NUR 403 LEADERSHIP/MANAGEMENT IN NURSING**

A synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on political structures, planning, change theory, group dynamics, research, and their impact on the role of the professional nurse. 4 credit hours.

**NUR 409 SENIOR SEMINAR**

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

**NUR 412 COMMUNITY AND PUBLIC HEALTH NURSING**

Focus is on holistic nursing across the life span for individuals, families, and communities addressing health promotion, illness and disease management, health restoration, epidemiology, and community health assessment. 4 credit hours.

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

Faculty and preceptor guided community health experiences in the application of evidence-based nursing practice caring for individuals and families in a diverse population with a variety of healthcare needs. (90 hour practicum) Pre-/Co-Requisite: NUR 412. 2 credit hours.

**PED 300 HEALTHFUL LIVING FOR ELEMENTARY EDUCATORS**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required. (Summer Only) Prerequisite: EDU 250. 3 credit hours.

**PHI 300 INTRODUCTION TO PHILOSOPHY**

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

**PHI 301 INTRODUCTION TO LOGIC**

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

**PHI 337 PHILOSOPHY OF RELIGION**

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. Prerequisite: PHI 300 or permission of instructor. 3 credit hours.

**PHI 380 SELECTED TOPICS IN PHILOSOPHY**

Prerequisite: PHI 300 or permission of instructor. 3 credit hours.

**PSC 302 AMERICAN 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 credit hours.

**PSC 314 JUDICIAL PROCESS**

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

**PSC 315 CIVIL LIBERTIES**

A study of basic freedoms such as speech, press and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression. 3 credit hours.

**PSC 495, INDEPENDENT STUDY**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. (Arranged) Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the Dean. 3 credit hours.

**PSY 303 EDUCATIONAL PSYCHOLOGY**

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of socio-cultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined. (Summer Only) 3 credit hours.

**REL 302 THE SACRED WRITINGS**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. Prerequisite: REL 304. 3 credit hours.

**REL 303 OLD TESTAMENT PROPHETS**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. Prerequisite: REL 304. 3 credit hours.

**REL 304 OLD TESTAMENT SURVEY**

An introduction and survey of the Old Testament focusing upon the history, literature and faith of the people of Israel. Not offered to the student who has successfully completed Religion 101, Introduction to Old Testament, or its equivalent. 3 credit hours.

**REL 305 NEW TESTAMENT SURVEY**

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. Not offered to the student who has successfully completed Religion 102, Introduction to New Testament, or its equivalent. 3 credit hours.

**REL 306 OLD TESTAMENT THEOLOGY**

An exploration of Old Testament theological themes. Prerequisite: REL 304. 3 credit hours.

**REL 307 STUDIES IN THE PENTATEUCH**

A critical evaluation of the nature, background, structure, and message of the Pentateuch. Prerequisite: REL 304. 3 credit hours.

**REL 311 SYNOPTIC GOSPELS**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. Prerequisite: REL 305. 3 credit hours.

**REL 312 LIFE AND LETTERS OF PAUL**

A study of Paul's life and thought as presented in his Epistles. Prerequisite: REL 305. 3 credit hours.

**REL 314 NEW TESTAMENT THEOLOGY**

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. Prerequisite: REL 305. 3 credit hours.

**REL 316 THE WRITINGS OF JOHN**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. Prerequisite: REL 305. 3 credit hours.

**REL 317 THE GENERAL EPISTLES AND HEBREWS**

A study of the background, theology, and exegesis of James, I and II Peter, Jude and Hebrews. Prerequisite: REL 305. 3 credit hours.

**REL 321 INTRODUCTION TO CHRISTIAN HISTORY**

A study of the history of the Christian church from the first century to the present day. 3 credit hours.

**REL 322 EARLY AND MEDIEVAL CHRISTIANITY**

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages. 3 credit hours.

**REL 323 MODERN CHRISTIANITY**

Beginning with the Reformation, this course is descriptive of church history to the present. 3 credit hours.

**REL 324 AMERICAN CHRISTIANITY**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3 credit hours.

**REL 325 BAPTIST HERITAGE**

A study of the Baptists' story as well as those convictions and movements which have shaped their life. 3 credit hours.

**REL 326 INTRODUCTION TO MISSIOLOGY**

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

**REL 328 GLOBAL CHRISTIANITY**

A study of the various expressions of Christianity in the 21st century. 3 credit hours.

**REL 333 CHRISTIAN THEOLOGY**

An introduction to the history, methods, and principal topics of Christian theology. Prerequisite: REL 304 or 305. 3 credit hours.

**REL 341 CHRISTIAN ETHICS**

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. 3 credit hours.

**REL 342 CHRISTIAN PERSPECTIVES TOWARD VIOLENCE**

This course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence. 3 credit hours.

**REL 343 GROWTH AND REVIVAL IN THE CHRISTIAN CHURCH**

A survey of the major global movements of church growth from the New Testament period to the present day. 3 credit hours.

**REL 345 RELIGION AND CULTURE IN A GLOBAL PERSPECTIVE**

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions. 3 credit hours.

**REL 346 WORLD RELIGIONS**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. 3 credit hours.

**REL 347 RELIGIONS OF INDIA**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions. 3 credit hours.

**REL 348 RELIGIONS OF CHINA AND JAPAN**

This course will introduce the students to the historical, theological, and practical, developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions. 3 credit hours.

**REL 349 INTRODUCTION TO JUDAISM**

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will also be challenged to Christian approaches to Judaism. 3 credit hours.

**REL 350 INTRODUCTION TO ISLAM**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged Christian approaches to Islam. 3 credit hours.



### **REL 351 BIBLICAL BACKGROUNDS**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Prerequisite: REL 304 and 305. 3 credit hours.

### **REL 352 BIBLICAL INTERPRETATION**

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches and alternative proposals offered since the Enlightenment, and contemporary ways of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be student's own engagement with the Bible in actual exegetical practice. Prerequisite: REL 304 and 305. 3 credit hours.

### **REL 354 ORAL COMMUNICATION IN A CHRISTIAN CONTEXT**

Guided readings and practice in the preparation and delivery of effective sermons. 3 credit hours.

### **REL 358 PRACTICUM**

An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. Prerequisite: Approval of the Instructor. 3 credit hours.

### **REL 370 HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. 3 credit hours.

### **REL 371 SPIRITUAL FORMATION**

An exploration of personal and spiritual development through self-reflection, self-awareness, and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. 3 credit hours.

### **REL 373 CHURCH LEADERSHIP**

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps. 3 credit hours.

### **REL 374 PRESCHOOL AND CHILDREN DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings. Prerequisite: REL 304 and REL 305. 3 credit hours.

### **REL 375 YOUTH DISCIPLESHIP**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. 3 credit hours.

### **REL 376 ADVANCED YOUTH DISCIPLESHIP**

This course advances and further develops youth discipleship studies offered in RELI 375— Youth Discipleship, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth. 3 credit hours.

### **REL 377 ADULT DISCIPLESHIP**

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content. Prerequisite: REL 304 and 305. 3 credit hours.

### **REL 378 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also discuss the impact that such movements have had in the United States and Europe. 3 credit hours.

### **REL 380 SELECTED TOPICS IN RELIGIOUS STUDIES**

3 credit hours.

### **REL 387 ISSUES IN SCIENCE AND RELIGION**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest. 3 credit hours.

### **REL 397 INTERNSHIP**

A minimum of ten weeks spent in a full-time supervised ministry setting. Prerequisite: Approval of the Instructor. 3 credit hours.

### **REL 490 SENIOR SEMINAR**

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. This course should be taken in one of the student's final two semesters. Prerequisite: REL 304 and REL 305. 3 credit hours.

### **SCI 302 PHYSICAL SCIENCE**

Introduction of structure and behavior of matter. Survey of geology, meteorology, and astronomy, with emphasis on underlying physical and/or chemical principles, and practical applications of these principles. 3 credit hours.

### **SCI 303 HUMAN BIOLOGY**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. 3 credit hours.

### **SCI 322 ENVIRONMENT**

Survey of principles of ecology with emphasis on human impact on the environment. Literature of ecological movement in the U.S. since 1960. Weekend field trips may be required. 3 credit hours.

### **SED 330 SCIENCE METHODS IN 21ST CENTURY SCHOOLS**

Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of C or better. 3 credit hours.

### **SOC 310 SOCIAL PSYCHOLOGY**

A study of the interaction between the individual and the group, and the influence of each on the other. 3 credit hours.

### **SOC 313 SOCIOLOGY OF DEVIANT BEHAVIOR**

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. 3 credit hours.

### **SOC 400 MINORITY GROUPS**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America and other parts of the world. 3 credit hours.

### **SOC 402 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 credit hours.

### **SOC 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 credit hours.

### **SOC 415 JUVENILE DELINQUENCY**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System. 3 credit hours.

### **SOC 430 SPECIAL TOPICS: SOCIOLOGY**

A specialized study of various sociological developments. Topics will vary from semester to semester. 3 credit hours.

### **SPN 300 ASPECTS OF HISPANIC CULTURE AND LANGUAGE**

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

### **SSC 305 GLOBAL UNDERSTANDING**

An introduction to the major economic, social, political, diplomatic, and environmental trends in the world since 1945. Geography is emphasized in the course. 3 credit hours.

### **SSC 395 CAMPUS NEW YORK**

New York visit enables students to learn, through direct contact with the NYSE, United Nations, Federal Reserve, the Broadway theaters, museums, the Statue of Liberty and Ellis Island. The week-long visit also provides opportunities for investigating career possibilities. Offered spring semester, during Spring Break. Paper and travel. 1 credit hour.

### **SST 307 SOCIAL STUDIES METHODS IN 21ST CENTURY SCHOOLS**

A study of the content, resources and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. An iPad and a Teachscape Mini Kit are required for this course. Prerequisite: EDU 250 with grade of C or better. 3 credit hours.

# **GAYLE BOLT PRICE SCHOOL OF GRADUATE STUDIES COURSE DESCRIPTIONS**

## **ACCT 600 MANAGERIAL ACCOUNTING**

A study of the techniques used to present management with information for decision making and financial reporting. Topics include methods of cost estimation, cost-volume-profit analysis, planning and control, and capital expenditure decisions. Prerequisite: All Foundation courses or MBA/IMBA Prerequisites. 3 credit hours.

## **ACCT 601 FEDERAL INCOME TAX**

Integration of advanced theory, planning and research of federal income tax provisions from both a business and personal perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

## **ACCT 602 ADVANCED FEDERAL INCOME TAX**

Integration of advanced theory, planning and research of federal income tax provisions from a business entities perspective emphasizing advanced entity and jurisdictional issues, tax accounting timing issues, taxation for exempt entities and business succession planning for certain entities. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor. 3 credit hours.

## **ACCT 603 PARTNERSHIP & S CORPORATION TAXATION**

An examination of tax implications of forming and operating conduit type businesses, with emphasis on planning for tax minimization. Topics such as concept of income (legislative and judicial) and impact on investment decisions, choice of business entity and capital structure (corporations vs. conduits; debt vs. equity), and compensation and retirement program planning (ESOPs, IRAs, Pensions, 401Ks, Stock options) will be examined. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor. 3 credit hours.

## **ACCT 604 ESTATE, GIFTS, & TRUST PLANNING**

A study of the gift tax and income taxation of estates and trusts, including federal transfer tax laws with emphasis on family tax planning. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor. 3 credit hours.

## **ACCT 606 TAX RESEARCH/PLANNING**

Research-oriented course designed to emphasize the need for tax planning. Topics to be covered include practical applications of tax research methods, writing skills needed for tax research, in-depth review of legislative, judicial and regulatory sources of precedential tax law; and hands-on training experience with commercial tax services (RIA Online Tax Service; CCH Online Tax Services and Kleinrock Tax Services) with a focus on the model tax research curriculum required for the CPA certification. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor. 3 credit hours.

## **ACCT 607 STATE AND LOCAL TAXATION**

Examines the structure and function of state and local entity income taxation as opposed to federal entity income taxation. The impact of specific multi-state taxation, as well as North Carolina tax law on personal and business entity transactions are emphasized. Content is particularly useful for those who enter public practice or industry due to coverage of both single-state and multi-state operational compliance and planning issues. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor. 3 credit hours.

## **ACCT 610 ADVANCED ACCOUNTING INFORMATION SYSTEMS**

The integration of advanced applications in Accounting Information Systems including the understanding of appropriate computer technology in accounting, systems design and evaluation, systems controls, and systems implementation. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

## **ACCT 611 ADVANCED AUDITING (MACC CAPSTONE COURSE)**

An integrative course designed to enable the student to employ knowledge of the various functional areas of accounting as policy decisions are considered from the view-point of the auditor. An in-depth examination of the standards and principles of internal and external auditing, regulatory agency promulgations, and application of the standards and principles to preparation of auditing. ASB pronouncements and application of GAAS to an audit (public, internal, and governmental) engagement will also be examined. Case methods of instruction lend realism to exercises in decision making. A student receiving a final grade of less than a "B" must repeat the course. Prerequisite: Minimum of 21 hours of required MAcc program courses that include ACCT 601, 610, and 612, twelve hours of emphasis or permission of the Director of the Graduate Program or Associate Dean. 3 credit hours.

## **ACCT 612 ACCOUNTING THEORY & PRACTICE**

The study of advanced accounting topics and theory, financial accounting standards and principles, regulatory agency promulgations, preparation of financial accounting reports and application to special accounting topics and problems. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

## **ACCT 619 CASES IN TAXATION**

Cases precipitate a consideration of the effects of federal taxation on business policy and decision making. Draws from other business disciplines as fact patterns are analyzed and recommendations are made based on tax legislation and legal interpretation by the courts. Prerequisite: All MAcc Program Prerequisites and either ACCT 601 or permission of the instructor. 3 credit hours.

## **ACCT 620 CASES IN FINANCIAL/MANAGERIAL ACCOUNTING**

Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation. Readings, problem solving and cases will be the core of this course. Prerequisite: All MAcc Program Prerequisites or permission of the Director of the Graduate Program. 3 credit hours.

### **ACCT 621 GOVERNMENT & NOT-FOR-PROFIT ACCOUNTING**

Budgeting, fund accounting, internal auditing concepts, financial reporting and techniques for planning and control with special emphasis to government and not-for-profit sectors of the economy. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 622 SEMINAR IN INTERNATIONAL ACCOUNTING (INTL 622)**

An examination of various international accounting topics, including foreign currency translation, analysis of foreign financial statements, financial reporting and disclosure, transfer pricing and international taxation, harmonization of accounting standards, and comparative accounting systems. 3 credit hours.

### **ACCT 625 TOPICS IN ACCOUNTING**

Intended to provide a forum for the consideration of contemporary issues facing the business and accounting community. Allows students to concentrate on issues such as leadership in the accounting profession, white collar crime, the taxation of estates, or the tax effects of taxation on business organization. May be repeated for credit when content varies. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 630 FRAUD EXAMINATION**

Discussion of proactive and reactive fraud examination, including the board of directors audit committee and liability-related issues. Investigative decision making for preventing, detecting, investigating, and reporting of fraud. The study of risks and controls relative to the deterrence, prevention, and detection of beneficial and detrimental fraud. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 632 INTERNAL AUDITING**

Discussion of the function of internal auditing in the corporate environment. Intended to provide students with the fundamental knowledge and a sense of the skills necessary to succeed as an internal audit professional. Includes exposure to The International Professional Practices Framework (IPPF) in discussed. Fraud risk is related to internal controls, business processes, and evidence gathering techniques. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 634 FORENSIC ACCOUNTING AND THE LEGAL ENVIRONMENT**

Course content is focused on legislative developments and federal law related to criminal and civil prosecutions, and the legal considerations relative to evidence, witnesses, and circumstances, which have an impact on legal recourse related to fraudulent activity. Includes discussions related to the history of fraud in business, how it might be prevented, and legal remedies for loss or damages associated with fraud. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 636 FORENSIC ACCOUNTING, TAX INVESTIGATION, AND FRAUD**

Focus on illegal activity related to tax. Discussions about various types of tax avoidance, evasion, and ethical dilemmas. Intentional misrepresentations, and schemes used for fraudulent activity are related to risks associated with fraud. The course focuses on tax law

and the manipulation of tax regulations to commit fraud. Cases are used to analyze the opportunities and incentives for fraud. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 638 ETHICS OF ACCOUNTING JUDGEMENT AND DECISION MAKING**

An empirical review of research relating ethical judgment and decision making to quality, personal involvement, abilities, intrinsic motivation, cognitive processes, task variables, and environmental variables. Explores systematic ways of making improvements for personnel and work environments. Prerequisite: All MAcc Program Prerequisites. 3 credit hours.

### **ACCT 644 ACCOUNTING LEGAL ISSUES AND ETHICS (BADM/MWTM 644)**

Subject matter prepares the student for areas of law addressed on the CPA exam including contracts, uniform commercial code, secured transactions, fraud, commercial paper, and accountant's legal liability. Explores the relationship between taxation and law. 3 credit hours.

### **BADM 501 FOUNDATIONS OF ACCOUNTING AND FINANCE**

An introduction to financial accounting, accounting transactions, the accounting cycle, financial statement preparation, partnerships, corporations, debt and equity financing, cash flow, working capital and financial statement analysis, profit planning, asset valuation, time value of money, and capital budgeting. Introduction to management accounting, including job order and process costing, budgeting, and variance analysis. This foundation is equivalent to the Principles of Accounting I, Principles of Accounting II and Financial Management undergraduate prerequisites. Prerequisite: none. 3 credit hours.

### **BADM 502 FOUNDATIONS OF MARKETING AND ECONOMICS**

Explores the economics implications, history and philosophy of the free enterprise system with special attention to national income theory; money, banking and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle. Also includes study of microeconomic concepts and marketing economics, such as price theory, behavior of the firm, market structure, marketing processes, marketing systems, and income distribution. This foundation is equivalent to the Microeconomics, Macroeconomics, and Principles of Marketing undergraduate prerequisites. Prerequisite: none. 3 credit hours.

### **BADM 503 FOUNDATIONS OF MANAGEMENT SCIENCE AND STATISTICAL METHODS**

An introduction to linear programming and sensitivity analysis, decision theory, inventory control methods, queuing theory, and statistical methods. In addition, it provides an understanding of some of the tools that enable a manager to analyze information, including data analysis, probability distributions, statistical inference and hypothesis testing, and multivariate regression analysis. This foundation is equivalent to the Business Statistics and Management Science undergraduate prerequisites. Prerequisite: Mathematics 105. 3 credit hours.



### **BADM 605 HEALTH CARE ADMINISTRATION**

An introduction to the principles of administration within health care organizations and the basic concepts of organizational theories relevant to effective administration of health care institutions.

3 credit hours.

### **BADM 606 HEALTH CARE ORGANIZATION**

An overview of the organizations, structure, and financing of the health care delivery system in the United States. Issues in health care resourcing, institutions, and system organization will be examined. 3 credit hours.

### **BADM 607 ORGANIZATION POWER AND POLITICS**

Examines sources and uses of power in relationships that occur between individuals in small groups and in large complex organizations. Skills and knowledge relating to the acquisition and constructive use of power to manage effectively are emphasized. Organizational change is viewed as a manifestation of the exercise of power. Methods of change behavior in organizations are explored in lectures, discussions, and case studies. 3 credit hours.

### **BADM 608 LEADERSHIP: THEORY AND PRACTICE**

Critical examination of various leadership theories (trait, situational, organizational, power, vision) and research evidence based on those theories. Students also develop an assessment of their own leadership skills and develop those skills in class exercises. 3 credit hours.

### **BADM 609 ORGANIZATIONAL STAFFING**

Examination of alternative organization staffing strategies-recruitment and hiring, training and development, promotion and transfer - potential advantages of each in a variety of settings. Analysis of specific techniques for effective application of different strategies for human resource staffing - selection, performance appraisal, human resource planning, training, and career counseling. 3 credit hours.

### **BADM 610 MANAGERIAL ECONOMICS**

The application and use of economic models in analyzing and solving selected problems of the firm such as product pricing, product mix, demand forecasting and market analysis. 3 credit hours.

### **BADM 611 HEALTH CARE ECONOMICS**

An introduction to economic concepts as they apply to the unique specifics of the health care industry. The course will focus on the interrelationships of social policy, political processes, health insurance fundamentals, and health care delivery system with emphasis on economic principles and perspectives. 3 credit hours.

### **BADM 612 MOTIVATION AND REWARD SYSTEMS**

Analysis of approaches to the motivation of individual and work team performances through systems of reward. Examination of approaches to setting wage structures, design of incentives, and the administration of reward system. Economics and psychological theories are applied in these analyses. 3 credit hours.

### **BADM 613 LABOR RELATIONS AND WORK FORCE GOVERNANCE**

Examination of issues in governance of the work force - employment contracts, work rules, wage systems, grievance settlement - and alternative systems of governance, such as collective bargaining, work councils, worker participation and collegial systems. Analysis of likely consequences for work force cooperation and productivity. 3 credit hours.

### **BADM 614 LABOR IN THE ECONOMY AND SOCIETY**

Examines the evolution and current status of labor and human resources in American industry. The changing structure of the labor force and its deployment among occupations and industries are examined, as well as the evolution of the American labor movement and collective bargaining. Public policy concerning employment and collective bargaining is considered. Current topics such as employment discrimination, the future of the labor movement, alternatives to collective bargaining, and the impact of automation upon the labor force are also considered. 3 credit hours.

### **BADM 615 HUMAN JUDGMENT AND DECISION MAKING**

Social, psychological, economic, and political aspects of individual and group decision making. Decision making under uncertainty; emphasis on descriptive rather than normative theories. Prospect theory, decision regret, decision heuristics, causal attribution, perception, multi-criteria decision making. Lectures and seminar. 3 credit hours.

### **BADM 616 NEGOTIATION**

Covers the characteristics of negotiation, the interactions which can benefit from negotiation, and the interdependence and relationships among people which lead to the need for negotiation. The course also covers the dynamics and techniques of conflict management and resolution. 3 credit hours.

### **BADM 620 MANAGERIAL FINANCE**

A study of financial management concepts and techniques and their application to financial decision-making through case analysis. Topics include asset valuation, capital budgeting, dividend policy, capital structure analysis, and financing decisions. 3 credit hours.

### **BADM 621 INVESTMENT AND PORTFOLIO MANAGEMENT**

An examination of the investment in both the personal and corporate setting. Emphasis is placed on the analysis of risk and return trade-offs of various investment alternatives, portfolio selection and management, and tax considerations. 3 credit hours.

### **BADM 622 FINANCIAL INSTITUTION MANAGEMENT**

Introduces graduate students to the dynamics of managing financial institutions within a competitive and quickly changing marketplace. Topics will include: regulation, asset-liability management, off-balance sheet management, liquidity, risk management, product pricing, and the lending process. Lectures and assigned problems will be supplemented by the standard Bank Game, an interactive computer-simulation program which allows students to learn experientially by managing a virtual bank. 3 credit hours.

### **BADM 625 MARKETING MANAGEMENT**

An analysis of the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, planning, and the integration of marketing with overall corporate strategy. 3 credit hours.

### **BADM 626 HEALTH CARE MARKETING**

An introduction to the foundations, principles, and basic applications of health care marketing. Topics will include the development of marketing strategies and programs as well as general health care planning. Marketing research, product development, and physician marketing will be covered. 3 credit hours.

### **BADM 628 MANAGERIAL EPIDEMIOLOGY**

Designed to improve decision making in the planning and management of health services by increasing understanding of the health of populations and communities and their impact on the cost and quality of healthcare as well as by increasing understanding of evidence-based management. Students will gain knowledge about developing preventive programs and addressing overall ongoing health concerns using epidemiological data and then applying the principles of management. Prerequisite: A course in basic healthcare management and a course in statistics. 3 credit hours.

### **BADM 630 ORGANIZATIONAL BEHAVIOR**

An intensive investigation of human behavior on the individual, group and organizational levels. Perspectives from psychology, sociology, and business administration are all considered. Topics include personality and perception, decision-making, motivation, leadership, group dynamics, power and politics, and organizational design and development. 3 credit hours.

### **BADM 631 APPLIED QUANTITATIVE METHODS**

An intensive survey and application of mathematical techniques in solving business problems. Topics include decision theory, inventory control methods, linear programming, queuing theory, network models, simulation, and optimization. Computer applications will be used in many topics. 3 credit hours.

### **BADM 632 HUMAN RESOURCE MANAGEMENT**

An examination of the theories involved in selecting, placing, evaluating, and compensating the employees of an organization. Topics include human resource planning, employment law, job analysis and design, recruiting, compensation and benefits, and employee health and safety. 3 credit hours.

### **BADM 633 ENTREPRENEURIAL MANAGEMENT**

An examination of how entrepreneurial managers discover and take advantage of innovative opportunities. Topics emphasized are the entrepreneurial process, starting new ventures, and developing entrepreneurship in large corporations. 3 credit hours.

### **BADM 634 MANAGEMENT INFORMATION SYSTEMS**

Focuses on application of information technologies (IT) to increase strategic advantage and organizational effectiveness. Topics include current information technologies, systems development process, evaluation of cost and benefits of IT, and general concepts of information systems. 3 credit hours.

### **BADM 635 PRODUCTION RESEARCH AND OPERATIONS MANAGEMENT**

An analysis of management functions related to production; planning, design, construction control, and operational control. Special topics will include forecasting, project management via CPM/PERT, plant location and layout, production scheduling, quality control, inventory management, decision theory, inventory control methods, linear programming, queuing theory, network models, simulation, and optimization. 3 credit hours.

### **BADM 636 MANAGERIAL COMMUNICATIONS**

The nature and problems of individual, interpersonal, and organizational communication in business. Various techniques such as concise writing, presentations, graphics and public speaking will be developed and practiced for effective organizational and individual performance. 3 credit hours.

### **BADM 637 TECHNICAL TRENDS IN MANAGEMENT INFORMATION SYSTEMS**

Examines recent trends and innovations in management information systems. Topics will include latest information technologies to be determined at the time of offering. The emphasis is on understanding these technical topics and their managerial and organizational implications. 3 credit hours.

### **BADM 639 E-COMMERCE AND INTERNET LAW**

Focuses on the legal and ethical environment related to doing business over the internet. Recent developments, court decisions, federal and state statutes, administrative rulings, and the legal literature regarding internet law will be covered. 3 credit hours.

### **BADM 640 BUSINESS LAW AND ETHICS**

The application of law to managerial decisions. Topics include business torts and crimes, corporate social responsibilities to the consuming public, employees and competitors, real and personal property transactions, product liability, antitrust law, and the governmental regulations of business. 3 credit hours.

### **BADM 641 HEALTH CARE LAW AND ETHICS**

An examination of the major legal issues encountered in the health care field by administrators and practitioners. Topics to be covered include: principles of liability, medical ethics, and legislative and regulatory factors in health care delivery. 3 credit hours.

### **BADM 642 EMPLOYMENT LAW**

An in-depth study of the legislative, executive, and judicial law that govern the employment practices of today. Major laws included in this course are the FLEA, CRA-Title VII, ADA, FMLA, NLRA, OSHA. Issues of discrimination, harassment, health and safety, labor relations, and due process will be addressed. 3 credit hours.

### **BADM 644 ACCOUNTING LEGAL ISSUES AND ETHICS (ACCT 644)**

Subject matter prepares the student for areas of law addressed on the CPA exam including contracts, uniform commercial code, secured transactions, fraud, commercial paper, and accountant's legal liability. Explores the relationship between taxation and law. 3 credit hours.

### **BADM 645 SEMINAR IN INTERNATIONAL ECONOMICS**

Study of the foundations of trade theory as well as modern international economics issues. Starting from the basic theories of the cause of international trade and an understanding of foreign exchange, this course moves on to consider the role of international trade and finance. 3 credit hours.

### **BADM 647 ADVANCED DATABASE AND SYSTEM DEVELOPMENT**

In-depth coverage of database management and system design, including theories, techniques, tools, and methodologies for the entire process of database/information system design and development. Topics include relational database model, normalization, system analysis, design, and implementation. 3 credit hours.

### **BADM 648 SEMINAR IN ECONOMIC DEVELOPMENT**

Examines the causes and prerequisites of economic development. A survey of economic theory of development. Topics could include approaches to development theory, planning models, research and infrastructure, urban and rural labor markets, population, trade, and political context. This course requires use of mathematics, statistics and historical knowledge. 3 credit hours.

### **BADM 654 PROMOTION STRATEGIES**

Successful and award-winning promotional campaigns take much more than flashes of inspired creativity. In this course you will learn the importance of problem solving, researching and gathering information, targeting diverse markets, assessing the competition, planning strategy, and writing platforms for all types of media. You will discover that creating great promotions is a manageable process that can be broken down into achievable steps. Using team projects, promotion games, real-world cases and new technology, the course will prepare you to ethically plan and execute effective integrated promotional campaigns in today's complex and diverse markets. 3 credit hours.

### **BADM 658 PRICING STRATEGIES**

Provides a practical systemic process for creating, communicating and capturing value, price setting, discounting, tracking competitive pricing information, determining customer purchase patterns, and negotiation in which pricing serves as a strategic lever to drive profitable growth. Students will be introduced to pricing strategies, best practices and the latest technology. 3 credit hours.

### **BADM 660 ADVANCED DATA COMMUNICATIONS, NETWORKING, AND BUSINESS PROGRAMMING**

Comprehensive coverage of data communications, networking, and programming for business. Explores key issues in the field, including principles, design approaches and applications in business, object-oriented concepts, programming logic, and program analysis. 3 credit hours.

### **BADM 662 ENTREPRENEURIAL MARKETING**

Examines the skills and tools entrepreneurs need for bootstrap or guerilla marketing in their early-stage companies. Covers how to target market segments, position products, estimate demand, set prices, gain access to channels, and manage issues of rapid growth. 3 credit hours.

### **BADM 663 SOCIAL ENTREPRENEURSHIP**

Social entrepreneurship is a process that applies innovative solutions to the world's most pressing social problems. Students will discover ways to create and sustain social value; understand how to design processes to support innovation, adaptation, and learning; and build leadership for creating change with a clear focus on the needs of those being served. 3 credit hours.

### **BADM 664 GLOBAL ENTREPRENEURSHIP**

Starting and managing a new business is a risky albeit potentially rewarding undertaking. The complexity and challenges (as well as the potential payoffs) facing entrepreneurs and business managers vary across different countries and are even greater when their business ventures are international in scope. This course addresses the issues specific to international venturing including search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, international sourcing, international deal-making and networking. 3 credit hours.

### **BADM 665 ENTREPRENEURIAL LEADERSHIP AND INNOVATION**

Students will study leadership theories, skills and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements. 3 credit hours.

### **BADM 667 INNOVATION STRATEGY**

Explores how firms tap into external sources of innovation, focusing on user communities, universities, and entrepreneurial ventures. Demonstrates how open, collaborative, community-based models of innovation create successful business options. 3 credit hours.

### **BADM 668 TOPICS IN ENTREPRENEURSHIP**

In-depth study of selected topics in entrepreneurship. Topics could include, among others, Technology Ventures, Urban Entrepreneurship & Economic Development, Valuation of New Business Ventures, Product Innovation, Managing Strategic Transformations, Managing Growing Ventures, Angel investing, Biomedical Entrepreneurship, Software Entrepreneurship, and, Corporate Entrepreneurship. 3 credit hours.

### **BADM 690 STRATEGIC MANAGEMENT (MBA CAPSTONE COURSE)**

An integrative course designed to enable the student to employ knowledge of the various functional areas of business administration as policy decisions are considered from the viewpoint of executive management. Case methods of instruction lend realism to exercises in decision-making. A student receiving a final grade of less than B must repeat the course. Prerequisite: minimum of 24 hours of required MBA courses that include ACCT 600, BADM 610, 620, 625, 630, 633, and 635, or permission of the Director of Graduate Business Programs or Associate Dean. 3 credit hours.

### **BADM 691 BUSINESS INTERNSHIP**

Provides the opportunity to gain valuable insight into actual business operations to be better able to correlate academic experience with professional experience. Implementation is accomplished by facilitating professional responsibilities with business or non-profit organizations, under careful supervision by

a faculty advisor. NOTE: This class will not count toward the 36-hour MBA or IMBA or the 30-hour MAcc program requirements. This class will need to be taken as an additional elective over and above degree program requirements. Prerequisite: minimum of 12 hours of required MBA/IMBA/MAcc core courses or permission of the Director of Graduate Business Programs or the Associate Dean. 3 credit hours.

### **BADM 692 ECONOMICS OF MONEY, BANKING, AND FINANCIAL MARKETS**

Examines the critical role of money, financial markets and financial institutions from an economics perspective. The course is composed of three general sections. First, it considers how individual consumers and investors make decisions based on what they expect will give them the highest level of satisfaction (maximizing returns). Second, the course examines the nature and behavior of financial institutions (banks, credit unions, etc.) to see how they try to maximize profits while considering potential costs and government regulations. Finally, the course analyzes various theories of monetary economic policy and their implications for financial markets and the economy. 3 credit hours.

### **BADM 695 TOPICS IN MARKETING**

In-depth study of selected topics in marketing. Topics could include, among others, marketing theory, advanced marketing research, consumer behavior, brand management, internet marketing, consumer satisfaction/dissatisfaction and loyalty, and service marketing. May be repeated for credit when content varies. 3 credit hours.

### **BADM 696 TOPICS IN ECONOMICS**

Examines current events in economic and world affairs using selected economic issues, research techniques, materials and policies. Specific topics are determined at the time of offering. Examples of potential topics include: custom unions and free-trade areas, capital mobility and other globalization issues, monetary integration, and stabilization policies. May be repeated for credit when content varies. 3 credit hours.

### **BADM 697 TOPICS IN FINANCE**

In-depth coverage of selected topics in finance. Specific topics are determined at the time of offering. Examples of potential topics include: theory of financial intermediation and bank uniqueness; bank regulation; contracting in public versus private markets; credit rationing; universal banking; credit channel of monetary policy; capital structure; bankruptcy and reorganization; payment policy; capital acquisition; corporate control. May be repeated for credit when content varies. 3 credit hours.

### **BADM 698 TOPICS IN MANAGEMENT INFORMATION SYSTEMS**

Investigates special topics and current issues in management information systems. Specific topics are determined at the time of offering. Examples of potential topics include: management of IT functions, advanced IT project management, management and evaluation of information systems, and MIS research. May be repeated for credit when content varies. 3 credit hours.

### **CEDU 601 COUNSELING THEORIES & TECHNIQUES I**

An introduction to the counseling process through the lens of humanistic, existential, and gestalt approaches. Analysis of the philosophical, practical, and culturally-responsive aspects of each counseling theory are explored along with the specific skills and techniques employed. Special emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, will begin to formulate a personal model of counseling, and will begin to examine the personal and professional identity of the counselor and how this affects the development of the therapeutic relationship. 3 credit hours.

### **CEDU 602 COUNSELING THEORIES & TECHNIQUES II**

A study of the counseling process through the lens of cognitive, behavioral, systemic, historical, and post-modern approaches. Analysis of the philosophical, practical, and culturally-responsive aspects of each counseling theory are explored along with the specific skills and techniques employed. Continued emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, set appropriate counseling goals, design and implement intervention strategies, evaluate client outcome, successfully terminate the counselor-client relationship, and maintain appropriate professional boundaries and will continue to refine a personal model of counseling. Prerequisite: CEDU 601. 3 credit hours.

### **CEDU 605 ADVANCED HUMAN GROWTH AND DEVELOPMENT**

This course is an in-depth look at the theories and methods of developmental research. Major topics include current research on genetic and environmental influences on behavior, typical counseling issues at different developmental levels, cultural differences, cognitive development, language, intelligence, gender, and aggression. Prerequisite: Undergraduate course in developmental psychology. 3 credit hours.

### **CEDU 616 METHODS OF ASSESSMENT AND EVALUATION**

This course provides an understanding of individual and group approaches to assessment and evaluation including an examination of related historical, fundamental, statistical, and ethical/legal concepts. Strategies for test selection, administration, and interpretation, along with methods of case conceptualization and diagnostic principles, will be examined. 3 credit hours.

### **CEDU 618 COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS**

This course focuses on the history, philosophy, and current trends in school counseling. Integrating the role, function, and professional identity of the school counselor into the total school community, and coordinating counseling program components to facilitate the academic, career, and personal/social development of all students. Program design, implementation, evaluation, and improvement of



counseling services are emphasized. Prerequisite: CEDU 601, CEDU 602, CEDU 625, and/or permission of professor. 3 credit hours.

### **CEDU 620 METHODS OF RESEARCH AND PROGRAM EVALUATION**

This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Students will examine the challenge of conducting research in the counseling profession, opportunities to use research to effect change in counseling processes and programs, the use of technology, and ethical and legal considerations. 3 credit hours.

### **CEDU 621 CRISIS INTERVENTION COUNSELING**

Didactic and experiential training in crisis intervention counseling with attention to major types of crises. Developmental, cultural/ethnic, and gender issues explored. Prerequisite: CEDU 601, CEDU 602 and/or permission of professor. 3 credit hours.

### **CEDU 625 GROUP COUNSELING**

This course is designed to develop understanding of theories, stages, techniques, leadership and member roles in the group process. The course will utilize a combination of didactic, experiential and laboratory approaches to achieve these objectives. Prerequisite: CEDU 601, CEDU 602 and/or permission of professor. 3 credit hours.

### **CEDU 630 INDIVIDUAL PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT**

The purpose of this course is to assist students in acquiring a working model of assessment that will guide them through the assessment process from initial client referral to final report. This course provides a general overview of individual psychological assessment and offers students opportunities to begin to develop the skills needed to become thoughtful decision-makers throughout the assessment process. Prerequisite: CEDU 616, CEDU 620, CEDU 635, CEDU 655. 3 credit hours.

### **CEDU 635 ADVANCED PSYCHOPATHOLOGY**

Advanced study of the major diagnostic groups included in the current Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. Students will demonstrate ability to formulate diagnoses for sample case studies. Prerequisite: Undergraduate course in Abnormal Psychology/Psychopathology. 3 credit hours.

### **CEDU 640 THE COUNSELOR AS PROFESSIONAL, PRACTITIONER AND CONSULTANT**

This course focuses on theories, models, and processes of consultation. Emphasis is placed on identifying community, environmental, and institutional opportunities that enhance or impede client/system success. Strategies for effective teamwork and multidisciplinary relationships with human service providers will be emphasized. Special attention is given to the development of the professional as leader in and advocate for the profession. Prerequisite: CEDU 601, CEDU 602 and/or permission of professor. 3 credit hours.

### **CEDU 645 CAREER DEVELOPMENT: THEORY AND PRACTICE**

This course provides an understanding of career development theories and related life factors (e.g., work, family roles and responsibilities, gender, and diversity); strategies aimed at planning, organizing, implementing, and evaluating a career development program for the school setting; and decision-making models that facilitate career planning for individuals. Emphasis is placed on philosophy, theory and current research in career development, the use of print and computer-based labor market information resources, and the use of assessment instruments and technology-based strategies to enhance career planning. 3 credit hours.

### **CEDU 646 COUPLES AND FAMILY COUNSELING (ELECTIVE)**

This course will address the counseling needs of individuals in intimate relationships. Systems theory and family life cycle model theories will be the basis for reviewing the literature on assessment and clinical intervention with families. Special emphasis will be placed on concepts related to family structure, communication-style patterns, problem-solving methods, and the fulfillment of family functions. Prerequisite: Permission of advisor. 3 credit hours.

### **CEDU 647 CHILD AND ADOLESCENT COUNSELING (ELECTIVE)**

This advanced graduate course will include an examination of current and professional and research issues related to individual, group, and family therapy and prevention interventions with children and adolescents experiencing emotional and/or behavioral difficulties. Professional issues addressed will include ethical concerns, cultural sensitivity, psycho-pharmacology, empirically validated treatments, and assessment of treatment. Prerequisite: Permission of advisor. 3 credit hours.

### **CEDU 650 LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING**

This course includes a study of selected basic legal principles as well as current legal and ethical issues confronting counselors. Students will become familiar with selected state and national laws/regulations (such as IDEA, ADA, HIPAA) and various professional codes of ethics (ACA, AMHCA, ASCA) through lecture and discussion. 3 credit hours.

### **CEDU 655 PSYCHODIAGNOSTICS & TREATMENT PLANNING**

Practical course designed to train the student to competently diagnose all types of psychopathology using the DSM-IV-TR and to develop appropriate treatment plans based on the needs of the client, the skills of the counselor, and the resources of the mental health setting. Prerequisite: CEDU, 601, CEDU 602 CEDU 635. 3 credit hours.

### **CEDU 660 SUBSTANCE ABUSE COUNSELING (ELECTIVE)**

A course designed to prepare the counselor to demonstrate a clinical understanding of the assessment, treatment, and management of substance abuse and addiction, as well as to understand and apply a "multiple pathways" model of substance abuse treatment that

integrates biological, sociological, and psychological aspects of care. Prerequisite: Permission of advisor. 3 credit hours.

### **CEDU 665 MULTICULTURAL COUNSELING**

This course offers an overview of theory and practice of counseling culturally diverse clients. Client populations include, among others, African Americans, Asian Americans, Native Americans, and Hispanic Americans. Topics include cultural assumptions, cultural values, counselor credibility, and prejudices and racism in the context of counseling. 3 credit hours.

### **CEDU 667 SEMINAR ON CONTEMPORARY ISSUES IN COUNSELING (ELECTIVE)**

This course offers students the opportunity to learn new information, enhance clinical skills, read current literature, and gain experience on varying contemporary topics. 1-3 credit hours.

### **CEDU 670 PRACTICUM IN MENTAL HEALTH COUNSELING**

Practicum experiences providing for the development of counseling skills under the supervision of program faculty, totaling a minimum of 100 clock hours, with 40 of these hours in direct contact with actual clients seeking individual or group counseling services. Prerequisite: Core courses with a minimum of completion of 36 hours of coursework. 3 credit hours.

### **CEDU 675 PRACTICUM IN SCHOOL COUNSELING**

Practicum offers students the opportunity to directly apply the knowledge and skills gained in the program courses with emphasis on the development of counseling skills. This is done under the direct supervision of approved site and university supervisors. Both supervisors must have a minimum of two years' experience and hold a current license in school counseling. At an approved school counseling program setting, students complete a minimum of 100 hours in professional school counseling services, with 40 of these hours in direct service. Prerequisite: CEDU 601, CEDU 602, CEDU 618, CEDU 625, CEDU 650, CEDU 621, CEDU 605, an undergraduate course in classroom management, and permission of professor. 3 credit hours.

### **CEDU 690/691 INTERNSHIP IN MENTAL HEALTH COUNSELING**

A planned, supervised 300/300-clock-hour counseling experience for a total of 600 clock hours in an agency setting, in which the student will perform all activities expected of a professional mental health counselor. The intern will be supervised by both a site supervisor and a university supervisor. Prerequisite: Successful completion of the practicum and approval of advisor. 3/3 credit hours.

### **CEDU 692 INTERNSHIP IN MENTAL HEALTH COUNSELING**

An elective 300 clock-hour counseling experience in which the student will perform all activities expected of a professional mental health counselor. The intern will be supervised by both a site supervisor and a university supervisor. 3 credit hours.

### **CEDU 695/696 INTERNSHIP IN SCHOOL COUNSELING**

Internship offers students the opportunity to directly apply the knowledge and skills gained in the program courses with emphasis on counseling program management skills and professional identity

development. This is done under the direct supervision of approved site and university supervisors. Both supervisors must have a minimum of two years' experience and hold a current license in school counseling. At an approved school counseling program setting, students complete a minimum of 300 hours in professional school counseling services, with 120 of these hours in direct service (for each course). Prerequisite: Successful completion of the practicum and approval of professor. 3/3 credit hours.

### **CEDU 670C, 675C CONTINUING PRACTICUM CEDU 690C, 691C, 695C, 696C CONTINUING INTERNSHIP**

Students who do not complete practicum or internship hours within the semester will receive an "IN" and be enrolled for a 3-hour credit "continuing" class. They will receive a "P" in both courses when the hours are completed. "Continuing" credits may not be used toward degree requirements. 3 credit hours.

### **CEDU 699 PROFESSIONAL DEVELOPMENT OF THE MENTAL HEALTH COUNSELOR**

A competency-based course designed to facilitate passage from graduate student to working professional. Students will integrate all theoretical and applied experiences mastered during their academic training, develop a portfolio of their work suitable for submitting to prospective employers, and explore those professional disciplines likely to equip them to become counselors who continue to develop their professional expertise while actively working to develop the maturity to be effective professionals throughout their careers. Students will use classroom time to study, prepare, and present required projects, including but not limited to preparation for the NC Licensing Exam; presentation at a professional conference; negotiation of supervision contracts; mastery of current legal and ethical guidelines in NC; preparation of professional disclosure statement; understanding of HIPPA requirements; comparison of public and private counseling agencies. Students should expect to spend significant time outside of class in professional, business, legal, and educational settings. Prerequisite: Completion of core courses with a minimum of 45 hours coursework. 3 credit hours.

### **DEOL 730 ORGANIZATIONAL BEHAVIOR AND THEORY**

This course focuses on cultural leadership and its influence on organizational effectiveness, which occurs in the context of modern society by initiating change and reacting to change. Participants will research theory focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. 6 credit hours.

### **DEOL 732 LEADERSHIP THEORY AND PRACTICE**

This course explores characteristics of learning organizations and their organizational cultures. Students will learn that learning organizations are very different from other enterprises. They are forward-looking, nurturing, flexible, and safe. Creating a learning organization takes great effort on the part of the leader and all other constituents. It also takes special kind of commitment, much energy and an abundance of resources. Systems thinking, continuous learning, empowerment and teamwork are among the major elements that make learning organizations successful. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. Creating a

learning culture takes transformational leadership, tolerance, understanding and support of everyone in the organization. Additionally the course emphasizes the need for leaders to understand that organizations are always changing. The principles and practices of re-engineering/re-inventing institutions will be studied. Participants will learn that the ability to manage change effectively is critical to the success of any leader. Specific strategies for managing change will include: decision making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management and negotiation, empowerment and coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress. 6 credit hours.

#### **DEOL 734 ETHICS, IDEOLOGY, AND PERSONAL LEADERSHIP**

Leaders are regularly called upon to make ethical judgments. This part of the module will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current legal and ethical issues for professional learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course addresses the factors influencing organizational citizenship behavior. Organizational Citizenship Behavior (OCB) is a construct of multiple dimensions. Organ (1988) defined five factor dimensions of OCB. The factors are civic virtue, conscientiousness, altruism, courtesy and sportsmanship. OCB is the measure of frequency of extra-role or discretionary behavior. The course also explores the relationship between a leader and a follower. Leader-member exchange theory describes the two-way relationship between a leader and a follower, or subordinate. LMX presupposes that each relationship between a leader and subordinate is different. LMX operates as a construct with multiple dimensions including contribution, loyalty, affect, and professional respect. The course addresses the bases for conflict, the approaches to resolve conflict and the principles of dealing with difficult people. Types of conflict, personal and professional motivations, and the principles of a win-win resolution are topics to be explored. It will address the set of values and beliefs about the way the social, economic, and political systems should be organized and operated and recommendations about how those values and beliefs should be put into effect. Major ideologies will be studied for the purpose of understanding how to deal with ideological conflicts and to successfully manage those relationships. 6 credit hours.

#### **DEOL 736 STRATEGIC LEADERSHIP AND MANAGEMENT OF GLOBAL CHANGE**

This course examines strategic planning models, forecasting methods, trend analysis, systems thinking, and futurism. Participants will learn how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize the principles of problem-based learning. Students will have the opportunity to design a mock strategic plan and develop scenarios to apply principles learned in this course. It examines theories that

provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders of the 21st century. Application of theory to practice will be stressed (scholar-practitioner model). 6 credit hours.

#### **DEOL 738 ACTION RESEARCH, PROGRAM EVALUATION, DATA ANALYSIS AND INTERPRETATION, AND QUALITATIVE METHODS**

The purpose of this course is to train doctoral students in the use of the scientific approach in social science research, to ensure informed decision making grounded in empirical research. After receiving training on the utilization of library database applications and various research methodologies, students will develop (a) the elements of a research examination, based on a problem in the workplace or field of interest, (b) a related literature review, (c) a purpose statement, and (d) research questions. The course will also examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across all substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. The purpose of the Qualitative Research section of this course is to introduce doctoral students to the principles of research methods. The content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate. 6 credit hours.

#### **DEOL 740 E-LEARNING**

This course will identify state-of-the-art technology as it relates to instruction/pedagogy. It will explore how the various technologies can be employed and how it will facilitate instructional learning. The focus will be on utilizing contemporary applications with respect to instructional delivery. It will explore the tenets of collaboration and applying the practice of collaboration to online learning. It will explore the connection to communities in common such as a Professional Learning Communities. Practical implications will be the conceptual and practical questions in the design, implementation, and ongoing management of partnerships. Additionally, it will address the principles of leadership relative to managing in an electronic environment. The course will explore best practices, quality assurance measures and assessment. The marketing principles and practices of online education and electronic learning will be addressed. It will explore the value of social media as it relates to e-learning. It is tied into the concept of collaboration and technology applications. Types of social media, associated benefits and the opportunities they present will be examined. 6 credit hours.



### **DEOL 750 POLICY DEVELOPMENT AND BUSINESS LAW**

This course will examine the process of developing policy, revising policy and assessing policy. It will explore the policy process and review contemporary policy issues. It will provide best practices as it relates to evaluating policy from several perspectives including an ethical, social, economic, and political. It will address the legal aspects associated with organizational leadership. This will include but not be limited to the following topics: historical perspective of business law, court system, key statutes and case studies, and remedies. 6 credit hours.

### **DEOL 752 INNOVATION AND TRANSFORMATION**

This course will examine the history of modern day innovation, the impetus for change and the process to ignite and channel creativity. It will address the principles an effective transformation plan and the process of implementation and assessment. Students will research and analyze case studies of organizations/institutions that best illustrate the use of innovation in planning and execution of their mission. A model for developing and implementing a transformative change will be introduced. 6 credit hours.

### **DEOL 754 CONTEMPORARY TOPICS**

This course focuses on cultural leadership and its influence on organizational effectiveness, which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. It will examine the value-added theory along with an associated model for purposes of understanding and a tool for implementation. The focus of this section is on creating both self- efficacy and team or organization effectiveness. Topics to be addressed will be learning culture, dispositions, professional experiences, structure, shared decisions, high performance teaming, and assessment skills. 6 credit hours.

### **CONSULTANCY PROJECT/PRACTICUM (DEOL 731, 733, 735, 737, 739, 741, 751, 753, 755)**

Candidates are required to complete a consultancy project for which they will receive 9 credit hours. During each semester the candidate works on their project and receives 1 credit hour toward the 9 hours required for the program. The consultancy project is a practicum that integrates course work throughout the program with on-site fieldwork in an organization, challenging students to apply knowledge acquired from each of their courses. Candidates are assigned an intern supervisor/coach (faculty member) in their first semester and will secure a site supervisor/coach from their organization. (Internship/Portfolio Review Fee: \$125.00) 1 credit hour each semester (companion to the 6 hour coursework).

### **EDCI 700 THEORY DEVELOPMENT MODULE**

This module supports candidates in utilizing theoretical frameworks for application in deepening understanding of current and future trends in curriculum and instruction. The module facilitates broadening of candidates' perspectives to systemic change focusing on identifying opportunities for organizational growth and improving family/community engagement. 6 credit hours.

### **EDCI 702 ISSUES AND MODELS IN CURRICULUM MODULE**

This module supports candidates in their understanding of adult learning theory and professional learning communities in relation to continuous improvement. The module facilitates growth in impacting teacher professional learning, student learning, and outreach within diverse communities. 6 credit hours.

### **EDCI 704 RESEARCH DESIGN AND METHODS MODULE**

This module supports candidates in their understanding of various research methodologies, principles of research design and dissemination, data collection, and data interpretation to improve teaching and learning. The module focuses on the principles of data-informed decision making, working through the process of continuous improvement in relation to teaching and learning. 12 credit hours.

### **EDCI 706 REFORM AND CHANGE THEORY MODULE**

This module supports candidates in re-imagining curricular and instructional leadership by examining the historical context of school reform in the United States and applied principles of organizational change. The module emphasizes effective leadership practice, successful educational reform models, and the individual and institutional implications of creating and sustaining organizational change. 6 credit hours.

### **EDCI 708 ASSESSMENT AND EVALUATION MODULE**

This module supports candidates in designing and using formative and summative assessments within and across organizations. The module expects candidates to serve in a collaborative leadership role with colleagues to analyze organizational data and interpret results to inform goals and improve student learning. 6 credit hours.

### **EDCI 710 INSTRUCTIONAL LEADERSHIP MODULE**

This module supports candidates in understanding and promoting collaborations with internal and external stakeholders to improve opportunities for student learning. The module advances candidate understanding of development and implementation of educational policy while advocating for student learning and the profession at the local, state, and national level. 12 credit hours.

### **EDCI 701, 703, 705 DISSERTATION COACHING/CLINICAL EXPERIENCE SEMINAR**

During the first semester of coursework, each candidate will be assigned a dissertation coach/clinical experience supervisor. During each seminar, the candidate will communicate with and be supported by their coach in progressing in understanding of the dissertation process and on development of their dissertation research. In addition, the candidate will plan and implement, with the support of a district-level site supervisor and their clinical experience supervisor, activities aligned with the Teacher Leader Model Standards. (Internship/Portfolio Review Fee: \$125.00) 1 credit hour each.

### **EDCI 707, 709, 711 DISSERTATION CHAIRING/CLINICAL EXPERIENCE SEMINAR**

After the third semester of coursework, each candidate will be assigned a dissertation chair/clinical experience supervisor. In many cases, candidates will remain assigned to their dissertation coach



who will transition into filling the role of chair. Work in these seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities. (Internship/Portfolio Review Fee: \$125.00) 1 credit hour each.

#### **EDCI 712 DISSERTATION MODULE I**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project. 6 credit hours.

#### **EDCI 713 DISSERTATION MODULE II**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project. 3 credit hours.

#### **EDCI 714 DISSERTATION (CONTINUING)**

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation chair will determine the number of hours for which the candidate must register. 1-3 credit hours.

#### **EDLS 700 THEORY DEVELOPMENT MODULE**

This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies. 6 credit hours.

#### **EDLS 702 OPERATIONAL AND MANAGERIAL MODULE**

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and trends toward the efficient utilization of resources. 6 credit hours.

#### **EDLS 704 RESEARCH MODULE**

Schools function as professional learning communities, thus entering into decision-making processes that are inquiry and collaboratively based. This module develops the skills for individual and organizational inquiry. 12 credit hours.

#### **EDLS 706 REFORM AND CHANGE MODULE**

This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts. 6 credit hours.

#### **EDLS 708 ORGANIZATIONAL BEHAVIOR MODULE**

This module surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The course

explores managerial and governance roles of the school leader who creates a positive environment for an educational organization. 6 credit hours.

#### **EDLS 710 INSTRUCTIONAL MODULE**

The purpose of this module is to develop creative leadership and skills for supervising educational programs and personnel. This course analyzes the nature, focus, and attributes of leadership. Furthermore, it explores theory and practices of leadership and various leadership inventories. The course focuses on the techniques, skills, and practices of the professional supervisor. 12 credit hours.

#### **EDLS 701, 703, 705, 707, 711 MODULE SEMINAR/INTERNSHIP**

Each module incorporates a one (1) hour seminar designed for students as a means of enhancing the module experience and expanding the level of engagement. The facilitation of an electronic portfolio will be addressed in the internship format. (Internship/Portfolio Review Fee: \$125.00) 1 credit hour each.

#### **EDLS 712 DISSERTATION MODULE I**

6 credit hours.

#### **EDLS 713 DISSERTATION MODULE II**

These modules allow the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee. 3 credit hours.

#### **EDLS 714 DISSERTATION (CONTINUING)**

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation advisor will determine the number of hours for which the candidate must register. 1-3 credit hours.

#### **EDLS 720 ADVANCED RESEARCH AND INSTRUCTIONAL RESEARCH**

This core course is for doctoral students to demonstrate an understanding of the use of the scientific approach in educational and human service practices to ensure informed decision making grounded in empirical research. Research design methods and program evaluation will constitute the major focal points. A theory to practice model will be utilized with the emphasis on applied research. A diversity of research designs and methodologies as well as program evaluation models will be examined. The course focuses on the knowledge, skills and practices of the professional instructional supervisor who must provide an appropriate education for students who represent diverse races, cultures, abilities, and interests. 12 credit hours.

#### **EDUC 671 (NO CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF CURRICULUM AND INSTRUCTION**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction. An application and examination of the tenets of developmentally responsive curriculum

and instruction, motivation and management, teachers as leaders, teaming and exemplary curriculum and instruction implementation across a K-12 grade span will be included. 6 credit hours.

**EDUC 672 (ELEMENTARY EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF ELEMENTARY EDUCATION**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction at the elementary school level. An application and examination of the tenets of developmentally responsive elementary education, motivation and management, teachers as leaders, teaming and exemplary elementary methodology across the curriculum will be included. 6 credit hours.

**EDUC 673 (MIDDLE GRADES EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF MIDDLE GRADES EDUCATION**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction at the middle grades level. An application and examination of the tenets of developmentally responsive middle grades education, motivation and management, teachers as leaders, teaming and exemplary middle grades methodology across the curriculum will be included. 6 credit hours.

**EDUC 674 (CHRISTIAN SCHOOL EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF CHRISTIAN SCHOOL EDUCATION**

This course is a study of education history, philosophy, and future endeavors of the Christian school. An application and examination of the tenets of developmentally responsive Christian school education, motivation and management, teachers as leaders, teaming and exemplary Christian school education methodology across the curriculum will be included. 6 credit hours.

**EDUC 675 (URBAN EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF URBAN EDUCATION**

This course is a study of the history, philosophy, and future endeavors of urban education. An application and examination of the tenets of developmentally responsive urban education, motivation and management, teachers as leaders, teaming and exemplary urban education methodology across the curriculum will be included. 6 credit hours.

**EDUC 676 (RURAL EDUCATION CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF RURAL EDUCATION**

This course is a study of the history, philosophy, and future endeavors of rural education. An application and examination of the tenets of developmentally responsive rural education, motivation and management, teachers as leaders, teaming and exemplary rural education methodology across the curriculum will be included. 6 credit hours.

**EDUC 677 (ACADEMICALLY/INTELLECTUALLY GIFTED CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF ACADEMICALLY/INTELLECTUALLY GIFTED EDUCATION**

This course is a study of the history, philosophy, and future endeavors of academically and intellectually gifted. An application

and examination of the tenets of developmentally responsive gifted education, motivation and management, teachers as leaders, teaming and exemplary gifted education methodology across the curriculum will be included. 6 credit hours.

**EDUC 678 (TEACHER LEADERSHIP CONCENTRATION) PHILOSOPHY, HISTORY, AND METHODOLOGY OF ACADEMICALLY/INTELLECTUALLY GIFTED EDUCATION**

This course is a study of academically and intellectually history, philosophy, and future endeavors of curriculum and instruction. An application and examination of the tenets of Teacher Leadership, motivation and management, teaming and exemplary and methodology across the curriculum will be included. 6 credit hours.

**EDUC 681 (ALL C & I MASTER'S CANDIDATES) TEACHING STRATEGIES FOR DIVERSE POPULATIONS**

This course will be taken in the second semester of the cohort. Candidates will examine a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom. A study of the characteristics and educational needs of individuals with special needs, including academically and intellectually gifted students, will be included. Emphasis is on the issues and trends in both gifted and special education, the current categorical descriptions of exceptionalities, including academically and intellectually gifted; and appropriate classroom interventions. Research-based strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course. 6 credit hours.

**EDUC 682 (ALL C & I MASTER'S CANDIDATES) MEASUREMENT, ASSESSMENT, AND ACTION RESEARCH FOR TEACHER LEADERS**

This course will be taken in the third semester of the cohort. Candidates will survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices. Candidates will study quantitative and qualitative research methodologies and techniques applicable to practicing educators and curriculum and instruction specialists. An exploration of action research will be included. 6 credit hours.

**EDUC 683 (ALL C & I MASTER'S CANDIDATES) CURRENT ISSUES AND SPECIAL TOPICS FOR TEACHER LEADERS**

This course will be taken in the fourth semester of the cohort. Candidates will study significant issues, trends, theories, and/or practical problems in education. Included will be an emphasis on developmentally appropriate educational practices grounded in the Standards for Graduate Teacher Candidates, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards. 6 credit hours.

**EDUC 684 (ALL C & I MASTER'S CANDIDATES) TEACHING LITERACY IN THE AGE OF ACCOUNTABILITY**

This course will be taken in the fifth semester of the cohort. Candidates will study literacy with an emphasis on high stakes testing, its effects on teachers and learners, and the utilization of various assessment data to improve instruction. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum. 6 credit hours.

### **EDUC 696 (ALL C & I MASTER'S CANDIDATES) INTERNSHIP SEMINAR**

This course will be taken three times in conjunction with EDUC 682, EDUC 683, and EDUC 684 (third, fourth, and fifth semesters). All candidates will continue to focus on their area of concentration through three internship seminars embedded throughout their coursework. The internship experience will consist of a total of 135 hours (45 hours of work each of the three semesters candidates are enrolled in EDUC 696). Their internship experience will take place in a setting appropriate for specific concentrations, and will allow candidates to fulfill requirements related to the Standards for Graduate Teacher Candidates as related to Curriculum and Instruction. Candidates will be responsible for setting up internship opportunities, and will be supervised jointly by a site supervisor and the course instructor. 1 credit hour.

### **ENGL 501 AN INTRODUCTION TO GRADUATE ENGLISH STUDIES**

An introduction to the theory and method of graduate English studies and a survey of the field's evolution and current trends. Emphasis on expectations for writing and practice in research methods at the graduate and professional levels. 2 credit hours.

### **ENGL 502 SEMINAR IN ENGLISH STUDIES**

Building off of ENGL 501: Introduction to English Studies, this course guides students through the process for preparing and submitting a professional piece for publication; projects may connect to other coursework and/or capstone projects. 1 credit hour.

### **ENGL 671 LITERARY THEORY**

An advanced examination of literary theories, ranging from New Criticism to current theories. Discussions and assignments will include application of theories to a grange of literary texts. 3 credit hours.

### **ENED 683 TEACHING OF WRITING**

Theories, research, and practice in the teaching of writing. 3 credit hours.

### **ENGL 555 SPECIAL TOPICS**

The study of selected themes, theories, and developments in literature and the English language. Topics vary according to student interest and needs. 3 credit hours.

### **ENGL 611 SEMINAR IN BRITISH LITERATURE**

Topics in British literature, with emphasis on group participation and presentation. 3 credit hours.

### **ENGL 612 SELECTED BRITISH TEXTS - MEDIEVAL PERIOD**

Primary focus will be the development of a national literature and language especially as influenced by the church, the Norman conquest, and the advent of printing. 3 credit hours.

### **ENGL 613 SHAKESPEARE**

Survey of his work with an emphasis on contemporary performance practice. 3 credit hours.

### **ENGL 614 SELECTED BRITISH WRITERS (NON-SHAKESPEAREAN)- RENAISSANCE PERIOD**

Primary focus will be the development of genre in the period, especially the sonnet, drama, and prose. Discussions will include

topics such as Catholicism/Protestantism, censorship, and gender. 3 credit hours.

### **ENGL 615 SELECTED BRITISH WRITERS – THE LONG EIGHTEENTH CENTURY**

Primary focus will be the major debates of the period and their intersections with representative texts of the British Long Eighteenth-Century. Discussions will include topics such as coffeehouse culture, public and private spheres, gender roles, and class structure. 3 credit hours.

### **ENGL 616 SELECTED BRITISH WRITERS – ROMANTIC PERIOD**

Primary focus will be the major debates of the period and their intersections with representative texts of the British Romantic period. Discussions will include topics such as revolution, slavery, religion, gender roles, and class structure. 3 credit hours.

### **ENGL 617 SELECTED BRITISH WRITERS - VICTORIAN PERIOD**

Primary focus will be the major debates of the period and their intersections with representative texts of Victorian literature. Discussions will include topics such as industrialization, class structure, property laws, imperialism, religion, and gender roles. 3 credit hours.

### **ENGL 631 SEMINAR IN AMERICAN LITERATURE**

Topics in American literature, with emphasis on group participation and presentation. 3 credit hours.

### **ENGL 634 AFRICAN-AMERICAN LITERATURE**

A study of representative works from the 18th Century to the present (nonfiction, poetry, plays, short fiction, and novels) emphasizing the specific contributions of African American writers, their relationships to their contemporary society, and their contributions and challenges to a culturally diverse society. 3 credit hours.

### **ENGL 651 SEMINAR IN GLOBAL LITERATURE**

Advanced study of literature in a globalized world. Emphasis on the theory and practice of global literature. May focus on a theme, writer or group of writers, or a region/nation. 3 credit hours.

### **ENGL 654 MYTHOLOGY**

A literary and cultural study of the way myth is used in Western culture. Students will analyze Greek and Roman mythology, focusing on the way myths are used in literature. They will explore mythologies other than Greek and Roman and analyze the ways that these have influenced European and American culture. 3 credit hours.

### **ENGL 657 CARIBBEAN LITERATURE**

Advanced study of writers and theories of Caribbean literature and of how the Caribbean has been defined and how it defines itself. 3 credit hours.

### **ENGL 659 LITERATURE AND COLONIZATION**

Advanced study of the interaction between literature and colonization and the influence of postcolonial studies. May vary in period and may focus on a particular region, author, or theme. 3 credit hours.

### **ENGL 673 CONTEMPORARY TRENDS IN LITERATURE**

The intersection of contemporary life and culture with literature. Emphasis on how we define literature and literary studies in the 21st century. 3 credit hours.

### **ENGL 675 YOUNG ADULT LITERATURE**

An in-depth examination of the field of young adult literature. Emphasis on historical and sociocultural positioning of young adult literature through the study of a selected body of young adult texts, includes examining practical and creative applications of course content in order to enhance the study of literature in the secondary classroom. 3 credit hours.

### **ENGL 690 LITERATURE STUDIES THESIS**

Composition of the thesis. ENGL 691 may be repeated until the thesis is complete. The work for ENGL 690 will include the following: The research necessary for a thesis and the composition of a prospectus that articulates the analytical approach, provides a chapter-by- chapter plan, and contains a bibliography. This course may be repeated until the prospectus is complete. Prior to registering for the course, student must have the thesis committee selected and approved. 3 credit hours.

### **ENGL 691 LITERATURE STUDIES CAPSTONE**

Composition of the capstone. ENGL 691 may be repeated until the capstone is complete. 3 credit hours.

### **ENED 681 SEMINAR IN CURRENT ISSUES AND METHODS OF TEACHING ENGLISH**

Focus is on exploring particular, contemporary concerns within the practice of teaching English while also infusing students with new ideas and enthusiasm about standard English-teacher concerns: literature, writing, and grammar. Attention given to significant current issues such as assignment design, assessment, and incorporating digital literacies into the English classroom. Geared toward current/potential secondary and college-level teachers. 3 credit hours.

### **ENED 690, 691, AND 692 ENGLISH TEACHER AS RESEARCHER COURSE SERIES**

(ENED 690: English Teacher as Researcher: Proposal (3); ENED 691 English Teacher as Researcher: Data Collection (1); ENED 692 English Teacher as Researcher: Analysis (2) Emphasis on qualitative and classroom-based research methodologies, culminating in a significant action-research project using the student's teaching community as the research setting and students as the research participants. Students should register as soon as possible in their graduate program, but preferably after taking ENED 681 or 683. In ENED 690 students will communicate with the professor initially to discuss readings on classroom-based research methodology and then will design and propose a project as well as receive Institutional Review Board (IRB) approval to conduct research. Research is conducted during the time period in which the student is enrolled in ENED 691. If more than one semester is needed for conducting a meaningful research project, a grade of IN is assigned until research is completed (no more than two semesters). ENED 692 leads to preparation of a publishable-quality, written report of the research project. 3 credit hours.

### **ENGL 621 TEXTS AND TECHNOLOGIES**

An examination of the development of writing technologies from Ancient Greece through contemporary digital texts, this course focuses on the relationships between a text's physical qualities and its composition, production, and reception. 3 credit hours.

### **ENGL 625 VISUAL RHETORIC AND DOCUMENT DESIGN**

An in-depth examination of theories of visual rhetoric within a variety of texts and contexts. This course also provides opportunities for students to implement design principles with key software and tools for design. 3 credit hours.

### **ENGL 629 SEMINAR IN NEW MEDIA STUDIES**

Topics in new media studies with emphasis on an examination of selected theories and student experience producing new media texts. Possible topics may include: New Media: Theory and Practice; Multimodal Composition; Writing in Digital Spaces. 3 credit hours.

### **ENGL 661 PROFESSIONAL AND TECHNICAL WRITING**

A survey of the field of professional and technical writing while examining theories, research, and practices related to professional and technical writing. 3 credit hours.

### **ENGL 665 PRINCIPLES OF EDITING AND PUBLISHING**

This course examines fundamentals of editing, including practical review of grammar, mechanics and usage for editors as well as exploring the editorial process. 3 credit hours.

### **ENGL 669 SEMINAR IN RHETORIC**

Topics in rhetoric with an emphasis on group participation and presentation. Possible topics may include: Gender, Politics, Classical Rhetoric or Modern Rhetoric. 3 credit hours.

### **ENGL 692 WRITING STUDIES PROSPECTUS**

Composition of a prospectus for professional capstone project on a subject appropriate to the degree. This course may be repeated until the prospectus is complete. Prior to registering for the course, student must have the capstone committee selected and approved. 3 credit hours.

### **ENGL 693 WRITING STUDIES CAPSTONE**

Execution of proposed capstone project on a subject appropriate to the degree. After the student takes ENGL 692, this course must be taken in successive semesters until the capstone is complete. 3 credit hours.

### **ESEL 611 EXECUTIVE LEADERSHIP AT THE DISTRICT LEVEL**

This module examines the historical context of central office leadership and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and anticipated future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies. 6 credit hours.



### **ESEL 612 FISCAL MANAGEMENT AND LEADERSHIP**

This module examines finances and facilities from the perspective of educational leaders who must determine the needs and functions of the fiscal operations. An integrated approach is used to establish the necessary leadership skills in order to create a cooperative working environment. The module also emphasizes a business management appreciation of the complexity and magnitude of education as an important resource in the public sector. A thorough examination includes an understanding of how the American economy provides funding for public education, how funds are administered, and examination of the models best suited for addressing adequacy in education. (Internship/Portfolio Review Fee: \$125.00) 6 credit hours.

### **ESEL 613 RESEARCH METHODS AND PROGRAM EVALUATION**

Schools and school systems function as professional learning communities, thus entering into decision-making processes that are inquiry and collaboratively based. This module develops the skills for individual and organizational inquiry. (Internship/Portfolio Review Fee: \$125.00) 6 credit hours.

### **ESEL 614 LEADING CHANGE FOR EDUCATIONAL TRANSFORMATION**

This module examines the historical background of school reform and the impact of change on the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts, enhancing the opportunity for organizational transformation. (Internship/Portfolio Review Fee: \$125.00) 6 credit hours.

### **ESEL 615 POLICY ANALYSIS IN EXECUTIVE LEADERSHIP**

This module surveys historical and contemporary works in ethics and legal issues as they relate to the educational setting. The module explores managerial and governance roles of the school leader who must navigate the dynamics of working with the variety of stakeholders, including those elected, and the organization itself. (Internship/Portfolio Review Fee: \$125.00) 6 credit hours.

### **ESEL 616 ORGANIZATIONAL COMMUNICATIONS AND TECHNOLOGY SYSTEMS**

This module examines the use of data systems used by school systems for key decisions pertaining to operations and assessment. Communicating these data and decisions is key to the planning and operational needs of the organizational system. This module will provide experiences and practical applications of the principles associated with effective and efficient communications through technological advances. (Internship/Portfolio Review Fee: \$125.00) 6 credit hours.

### **ESEL 697 INTERNSHIP**

The six one-hour internships will be part of each of the six semesters. The focus of the internship will be to create experiences for the candidate to demonstrate the knowledge and skills necessary to lead a complex school system. The experience will offer the candidate the time and environment to complete artifacts to be stored in an electronic portfolio currently required by NCDPI for licensure. 1 credit hour for each of six semesters.

### **HTMG 600 ACCOUNTING, BUDGETING AND COST CONTROLS FOR HOSPITALITY AND TOURISM**

This course will apply accounting principles and processes to the hospitality and tourism industry. Students will learn how to use financial statements, budgets, and forecasting to make appropriate management decision relating to the hospitality and tourism industries. Students will be familiar with the Uniform Systems of Accounts for the Lodging Industry and Profit and Loss Statements. Student will be able to transfer this knowledge into a practical setting with the use of case studies, company profiles, and real life examples. 3 credit hours.

### **HTMG 610 ECONOMICS FOR HOSPITALITY AND TOURISM**

The economic importance of tourism to a destination is commonly underappreciated and extends well beyond core hospitality and transportation sectors. Tourism Economics offers a solution to destination marketing organizations (DMOs) and to industry associations that marries rigorous methodology and compelling communication to raise the profile of tourism as an economic engine. Tourism Economics' impact models also capture the critical secondary benefits to the tourism supply chain and the economic gains through the local spending of tourism wages. This provides a comprehensive view of tourism-generated sales, production, employment, wages, and taxes. Various economic models that impact hospitality and tourism will be examined including conducting economic impact studies. 3 credit hours.

### **HTMG 615 MEETINGS, CONVENTIONS, & EVENT PLANNING AND MANAGEMENT**

This course will prepare students for effective event and meeting planning coordination and implementation. The topics and case studies are based on the management's view of organizing and planning events. Students will be introduced to skills required for coordinating meetings, conventions, small to large special events, exhibits, and conferences. Students will be introduced to all aspects of event planning including overseeing catering logistics, coordinating meeting and exhibit space, monitoring client expectations, organizing audio/visual logistics, staffing events and using consultants and contractors. Models and techniques for effective project management and budgeting will be included. 3 credit hours.

### **HTMG 620 FINANCE AND REVENUE MANAGEMENT FOR TOURISM & HOSPITALITY INDUSTRY**

A Survey of the concepts, theory and processes of modern financial management applied to the special circumstances of the hospitality enterprise. Comprehensive application of financial management for the hospitality industry: managerial finance approach to ratio analysis, risk and value, timing and value of cash flows, project valuation, capital expenditures, financial markets, and income taxes. Problem solving methods applied to managerial decisions for the hospitality industry. 3 credit hours.

### **HTMG 625 TOURISM & HOSPITALITY MARKETING**

This course will apply marketing concepts and theories to the hospitality and tourism industry. Students will learn how develop, implement and apply marketing strategies to market targets such as corporate, government, nonprofits, educational as well as individuals. Students will learn how to lead or participate in

marketing teams to generate new or repeat business. Students will learn how to make decisions and communicate value based on the marketing mix (product, price, place, and promotion). Other areas of marketing appropriate to the hospitality and tourism industry will be addressed including branding, customer loyalty, packaging, seasonal pricing, distribution channels, sales promotion, PR and advertising. 3 credit hours.

### **HTMG 633 ENTREPRENEURSHIP IN TOURISM AND HOSPITALITY**

Explores the entrepreneurial processes in the context of tourism and hospitality industries. Using an entrepreneurial idea, students will apply problem solving and decision making for strategic and general management of entrepreneurial ventures. 3 credit hours.

### **HTMG 640 LEGAL ASPECTS OF HOSPITALITY AND TOURISM**

This course will give students knowledge of the different type of laws and legal regulations that govern the hospitality and tourism industries including: contract law, criminal law, travel regulations, employment/HR law, food law, and insurance regulations. Student will also learn about liability issues, guests' rights, negligence, and food and alcohol laws as they relate to the hospitality and tourism industries. Student will also learn about ethics, preventative legal management and legal aspects of property management. 3 credit hours.

### **HTMG 650 INTERNATIONAL HOSPITALITY**

This course explores global tourism regions and destinations. Tourist destinations and the unique problems facing tourism development in first- and third-world contexts throughout the world will be examined. This includes a discussion of tourism policy issues, examination of the role of the tourist, the tourism manager, and the host community. 3 credit hours.

### **INTL 622 SEMINAR IN INTERNATIONAL ACCOUNTING (ACCT 622)**

An examination of various international accounting topics, including foreign currency translation, analysis of foreign financial statements, financial reporting and disclosure, transfer pricing and international taxation, harmonization of accounting standards, and comparative accounting systems. 3 credit hours.

### **INTL 636 CORPORATE AND INTERCULTURAL COMMUNICATIONS**

Corporate and Intercultural Communications addresses crisis communications, public relations, media relations, intercultural communications, and current topics. Other topics include business writing and presentations. 3 credit hours.

### **INTL 643 INTERNATIONAL TRADE LAW**

Exploration of the legal and ethical framework within which organizations operate to transact business across national borders. Topics include an introduction to legal and quasi-legal organizations (NAFTA, GATT, ECU, WTO, World Bank and others); Federal (U.S.) laws regulating the conduct of U.S. citizens abroad; and ethical issues raised by the conduct of business in a foreign cultural context. 3 credit hours.

### **INTL 650 INTERNATIONAL BUSINESS**

An overview of the major forms of international business with special attention to exports and imports, overseas investments, production and basic marketing operations, licensing, financing and other international business services. 3 credit hours.

### **INTL 651 INTERNATIONAL FINANCE**

An in-depth study of the financial management of a firm including the acquisition, control, taxation and investment of funds under international influences, such as fluctuating exchange rates and institutional differences. 3 credit hours.

### **INTL 652 INTERNATIONAL MARKETING**

An advanced study of marketing in the global marketplace, including methods of opportunity assessment, strategies required when marketing in various cultural, economic, legal and political environments and approaches to managing global marketing operations. Prerequisite: BADM 625, BADM 650 or permission of instructor. 3 credit hours.

### **INTL 653 SEMINAR IN INTERNATIONAL TRADE (IMBA CAPSTONE COURSE)**

The capstone course required for all students obtaining the IMBA degree. Presentations and discussions will concern current problems affecting international trade and the development of professionalism in the discipline. One or more sections of this course may include an international travel component. While on the trip, the class will visit foreign firms, meet with a variety of business and academic leaders and study issues particular to that region of the world. A student receiving a final grade of less than "B" must repeat the course. This course is normally offered only in Summer face-to-face and/or online. Prerequisite: Students enrolling for INTL 653 must have already completed a minimum of 18 hours of IMBA program courses that include INTL 650, 651, 652, and BADM 633 or have permission of the Coordinator of the program. 3 credit hours.

### **INTL 695 TOPICS IN INTERNATIONAL BUSINESS**

A specialized study of various international developments. Topics will vary from semester to semester. May be repeated for credit when content varies. 3 credit hours.

### **MELS 601 EXECUTIVE LEADERSHIP IN A 21ST CENTURY CHANGE ENVIRONMENT**

Examines current trends and issues in education. Candidates will examine controversial issues and determine strategies for leading school staffs to beneficial decisions. Provides theoretical and practical experiences in dealing with the day-to-day functions of the school principal. Candidates will learn to address issues involving leadership, conflict management, the change process, communications, and organization. 6 credit hours.

### **MELS 602 RESEARCH AND ASSESSMENT FOR 21ST CENTURY EXECUTIVE LEADERS**

Focuses on current research that addresses problems experienced by school executives in the 21st Century. The student will learn the basic principles of research and use those principles to investigate the research literature that addresses an identified problem in their school or district. Utilizing accepted research criteria with sound

support from the literature, the student will be better equipped to resolve educational problems and dilemmas in today's schools and school systems. Provides candidates the knowledge and skills needed to understand measurement and assessment as they relate to current trends in state and national testing. Special attention given to national, state, and district testing methodologies. 6 credit hours.

### **MELS 603 RESOURCE MANAGEMENT FOR 21ST CENTURY EXECUTIVE LEADERS**

Provides knowledge concerning statutes and landmark cases that have impacted education through the years. Candidates will relate actual school situations to federal and state law. Provides practice in creating a school budget and understanding the various demands on the budget: grade levels, instructional materials, curriculum, personnel, and facility and transportation needs. 6 credit hours.

### **MELS 604 21ST CENTURY CURRICULUM AND INSTRUCTIONAL DEVELOPMENT**

Assists the candidate in identifying and understanding the learning and teaching of curriculum, instruction, and assessment for the 21st Century. Includes study of appropriate instructional and evaluative methodology used to teach a diverse population of students. Provides knowledge and practice to Executive Leadership candidates in guiding teachers in effective models and strategies for teaching all students to a high level of achievement. Emphasis on differentiation of instruction for specific student populations. 6 credit hours.

### **MELS 605 21ST CENTURY SCHOOL LEADERSHIP**

Prepares executives to lead schools as they face the challenges of the 21st Century. Candidates will articulate the mission, goals, and values of the school, and work to lead staff through the vehicle of a professional learning team. Provides candidates an opportunity to understand and practice the teacher supervision and evaluation process used in their state and district. Candidates will learn to base their judgments on the various levels of teacher development, with attention to cognitive readiness, willingness, and past experiences. 6 credit hours.

### **MELS 697 INTERNSHIP**

A student in the Master of Arts in Executive Leadership Studies is required to complete six (6) semester hours of internship. MELS 697 is required when taking MELS 601, MELS 603 and MELS 605. 1-3 credit hours.

### **MPAS 504 APPLIED HUMAN ANATOMY**

MPAS 504 Applied Human Anatomy is a broad survey course with detailed examination of all structural aspects of the human body. Anatomy is presented by body regions to allow students to assimilate the regions in an organized and logical fashion. This course focuses on recognition of structural arrangements and relationships, correlation with radiographic images, and clinical applications of topographic, radiographic and gross anatomy to the day-to-day practice of medicine. Emphasis is on knowledge of normal anatomic structures, common anatomic variations, and anatomic pathology as it applies to effective diagnostic evaluation and therapeutic intervention. Course format is lecture, lab, computer-assisted technology, and team and problem based activities. (Spring I) 4 credit hours. (Lab included).

### **MPAS 506 MEDICAL PHYSIOLOGY**

MPAS 506 Medical Physiology utilizes a systems based approach to communicate fundamental physiologic principles. Students are equipped with essential knowledge of human physiologic functions as they relate to health and disease. Alterations of normal function will be highlighted throughout the course and students will be introduced to common medical laboratory practices used to evaluate changes in the normal health state. To enhance the student's understanding and appreciation of physiology, the Anatomy course is taught concurrently so structure and function are synthesized. Emphasis is on integration of physiology, anatomy, pathophysiology, and pharmacology relevant to medical problems encountered in a primary care setting. Students will have the opportunity to apply their knowledge of physiology through the use of discussion and case studies. (Spring I) 3 credit hours.

### **MPAS 508 HISTORY AND PHYSICAL EXAMINATION**

MPAS 508 History and Physical Examination provides instruction and practice in obtaining and recording a comprehensive and focused patient health history and performing an accurate and appropriate physical examination on patients of any age. Emphasis is placed on professionalism and sensitivity to gender, age and socio-cultural background. The initial focus is on developing the student's ability to recognize normal physical exam findings followed by distinguishing them from common abnormal exam findings. The course utilizes lecture, demonstrations, team activities, hands on training and clinical reasoning and clinical skills applied to patient scenarios to facilitate skill development. Students will have opportunities to work in pairs, alternating roles as patient or Physician Assistant and in small groups with faculty members to further advance their skills. Faculty members provide guidance regarding appropriate examination techniques, patient positioning, gowning and draping. Students focus initially on mastery of individual body system skills followed by performance of complete history and physical examinations by the end of the course series. Structured student writing exercises for sessions provide an opportunity to practice medical documentation. Assessment is conducted using written examinations and assignments and objective skills competency exams. History and physical exam skills specific to special populations including pediatrics and geriatrics population are introduced in this course and expanded on in other course modules. (Spring I) 3 credit hours.

### **MPAS 510 MECHANISMS OF DISEASE**

MPAS 510 Mechanisms of Disease is designed for physician assistant students as an introduction to general pathology and covers the basic principles of cell biology, histology, embryology, immunology, molecular genetics, infectious processes, nutrition, and environmental effects on health. This essential foundation promotes an understanding of human disease processes and the genetic and molecular mechanisms underlying disease development. The pathophysiology of diseases affecting specific body regions is presented in the individual organ system courses. (Spring I) 3 credit hours.

### **MPAS 512 CLINICAL PHARMACOLOGY**

MPAS 512 Clinical Pharmacology conveys the fundamental pharmacology principles for application to pharmacotherapeutics in the practice of patient-centered care. Topics include pharmacokinetics, pharmacodynamics, drug interactions, adverse



drug reactions, autonomic nervous system pharmacology, analgesia, addiction and abuse, major drug classes, the drug development process, and the introduction of complementary and alternative pharmacotherapy. Emphasis is placed on individualization of drug therapy. Pharmacotherapeutics for specific organ systems is presented in the individual organ system courses. (Spring I) 3 credit hours.

### **MPAS 521 PATIENT CENTERED CARE I**

The two semester patient-centered care (PCC) sequence of courses is designed to challenge students to develop clinical reasoning skills and critical thinking, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. This course is taught concurrently with two semesters of PA Medicine, and utilizes knowledge of disorders from the MPAS 540 and 550 courses. It introduces students to simulated cases and students will act as clinicians to evaluate standardized patients. In Patient-Centered Care I, cases will focus on acute care and emphasis will be placed on the following: developing differential diagnoses, developing assessments and plans, the medical chart, medical documentation, informed consent, and oral case presentations. (Summer I) 2 credit hours.

### **MPAS 523 PATIENT CENTERED CARE II**

The two semester patient-centered care (PCC) sequence of courses is designed to challenge students to develop clinical reasoning skills and critical thinking, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. This course is taught concurrently with two semesters of PA Medicine, and utilizes knowledge of disorders from the MPAS 540 and 550 courses. It introduces students to simulated cases and students will act as clinicians to evaluate standardized patients. Emphasis in PCC II is placed on both longitudinal and interprofessional care of patients. Initially, the focus is that of comprehensive and longitudinal management of established patients, rehabilitative care, palliative care and end-of-life issues, and utilization of an electronic health record. The second portion of the course addresses developing interprofessional collaboration in patient centered care, with emphasis on mastering a team-based approach to patient management. (Fall I) 2 credit hours.

### **MPAS 531 PROFESSIONAL DEVELOPMENT I**

The Professional Development sequence of courses (MPAS 531, MPAS 533, MPAS 640, MPAS 642, and MPAS 644) spans five semesters of the PA program curriculum and is intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. This course teaches the history of the PA profession, and focuses on the roles and responsibilities of the Physician Assistant in the area of public health and the practice of preventive medicine. (Summer I) 1 credit hour.

### **MPAS 533 PROFESSIONAL DEVELOPMENT II**

The Professional Development sequence of courses (MPAS 531, MPAS 533, MPAS 640, MPAS 642, and MPAS 644) span the PA program curriculum and are intended to introduce and integrate principles of professionalism, ethics, and the business of medicine with the practice of medicine. Additional topics include health care disparities, provider sensitivity to cultural diversity, socioeconomic

differences, and the impact of these factors on health and wellness. Alternative, integrative and preventive approaches to health care are also examined. In preparation for the clinical year and for clinical practice, many legal and practice-related issues including electronic data management, coding, billing, reimbursement, rules and regulations, confidentiality, certification and licensure, and safety are discussed. (Spring II) 1 credit hour.

### **MPAS 540 PHYSICIAN ASSISTANT MEDICINE I**

MPAS 540 Physician Assistant Medicine I is one in a series of courses (MPAS 540, MPAS 550, and MPAS 560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in the first semester that established a foundation in human physiology, pathological conditions, relevant pharmacology, and served as an introduction to organ systems. During this course, commonly encountered medical problems in Behavior Science, Hematology and Oncology, Infectious Disease, Endocrinology, and Dermatology are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is also on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data. Development of clinical skills is facilitated by observation of videos, simulations, written examinations, and practical skills examinations to prepare the student for objective structured clinical exams (OSCE). (Summer I) 10 credit hours.

### **MPAS 550 PHYSICIAN ASSISTANT MEDICINE II**

MPAS 550 Physician Assistant Medicine II is one in a series of courses (MPAS 540, MPAS 550, and MPAS 560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in earlier courses that established a foundation in human physiology, pathological conditions, relevant pharmacology, and organ systems. During this course, commonly encountered medical problems of the eyes, ears, nose and throat (EENT), pulmonary, cardiac (including EKG interpretation), and gastrointestinal systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data. Development of clinical skills is facilitated by observation of videos, simulations, written examinations, and practical skills examinations to prepare the student for objective structured clinical exams (OSCE). (Fall I) 17 credit hours.

### **MPAS 560 PHYSICIAN ASSISTANT MEDICINE III**

MPAS 560 Physician Assistant Medicine III is one in a series of courses (MPAS 540, MPAS 550, and MPAS 560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in earlier courses that established a foundation in human physiology, pathological conditions, relevant pharmacology, and organ systems. During this course, commonly



encountered medical problems of the Genitourinary, Reproductive, Musculoskeletal, and Neurological systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data. Development of clinical skills is facilitated by observation of videos, simulations, written examinations, and practical skills examinations to facilitate the objective structured clinical exams (OSCE). (Spring II) 11 credit hours.

### **MPAS 571 SPECIAL POPULATIONS/GERIATRICS**

MPAS 571 is a course designed to address the unique health issues of minority patient populations in society, as well as the special medical and psychosocial needs of older adults. Utilizing knowledge of diseases learned in the first PA Medicine course (MPAS 540) and concurrent MPAS 550 PA Medicine II course, as well as pharmacology, and skills gained in patient assessment and management, the course will expand the scope of care to include public health. A focus on providing caring, compassionate, nonbiased care to all individuals is emphasized. In Module One, the needs of the following minority population groups are addressed: LGBT community, the homeless, recent immigrants, veterans, patients with major disabilities, and prison populations. Module Two examines physical and psychosocial changes that occur with aging and health related problems commonly seen in the older patient population. Topics include the impact of aging on quality of life, mobility and communication, access to health care, therapeutic interventions, and issues related to death and dying. (Fall I) 1 credit hour.

### **MPAS 573 PEDIATRICS**

This course (MPAS 573) addresses problems unique to the pediatric populations. The course will include training in issues for the child before and during delivery, genetic disorders, routine newborn clinical care as well as neonatal disease. Course topics also include child assessment, preventive health, and pediatric-specific diseases and conditions. Problem-based case studies and team-based activities are utilized in this course. (Spring II) 2 credit hours.

### **MPAS 580 OR AND MINOR SURGERY**

MPAS 580 OR and Minor Surgery concentrates on the concepts of surgical assessment, basic surgical skills and procedures, surgical complications and management of surgical patients. The course expands on etiology, pathophysiology, clinical manifestation, diagnosis, and appropriate management of selected surgical conditions including care of acute and chronic patients. The role of the Physician Assistant and general surgical concepts needed for the PA to function in surgical settings are presented. Emphasis is on students developing competency in the principles and practices involved in aseptic and basic surgical techniques, emergency and minor surgical procedures, surgical risk assessment, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management. Selected common comorbidities warranting surgical evaluation and perioperative management are discussed. The laboratory section of the course instructs students in performance of skills such as suturing, aseptic surgical technique, vascular line placement, local anesthesia, and

control of bleeding. This course may incorporate interdisciplinary instruction by utilizing faculty from various areas of expertise and experience. (Summer I) 3 credit hours with a lab.

### **MPAS 590 EMERGENCY MEDICINE**

MPAS 590 Emergency Medicine introduces students to the principles and practice of acute care medicine. Instruction includes training and mandatory certification in (1) Basic Life Support and (2) Advanced Cardiac Life Support. Student learning focuses on human anatomy and physiology, disease process, initial assessment and patient stabilization, and proper use of equipment such as automatic external defibrillators. Problem-based case studies and team-based activities are utilized to encourage the development of teamwork, collaboration, and interdisciplinary value. (Spring II) 3 credit hours.

### **MPAS 599 PRE-CLINICAL SEMINAR**

Successful completion by the student of this mandatory seminar is required prior to the start of the supervised clinical practice experiential (SCPE) phase of the physician assistant program. Students must satisfactorily demonstrate a comprehensive basic medical and clinical sciences knowledge base and essential technical skills before they can proceed into clinical practice rotations. During the fourth didactic semester, students are provided an opportunity to participate in a weekly one hour faculty-led session to enhance their test taking skills in preparation for the Pre-Clinical Seminar. The pre-clinical seminar includes Objective Structured Clinical Examination (OSCE) testing, clinical skills assessments, and a written examination. During the weeklong seminar, Supervised Clinical Practice Experience (SCPE) expectations and behavior are discussed. The purpose of this class is to: (1) provide the student with a time of self-assessment, (2) evaluate student's knowledge, skills, and attitude, and (3) identify the student's level of preparedness for the SCPE rotations. Students must pass each of the three testing areas prior to the start of SCPE rotations. Spring II) 1 credit hour.

### **SUPERVISED CLINICAL PRACTICE EXPERIENCE**

The supervised clinical practice experience (SCPE) rotations provide the PA student an opportunity to apply the principles of general medicine learned in the preclinical/didactic curriculum. During each rotation students work with a practicing clinician (referred to as the preceptor) and are actively participating in the health care system as part of the health care team. Students are assigned to a preceptor, and through supervised, ongoing patient contact, they are exposed to patients with a wide variety of acute and chronic medical problems. Emphasis is placed on data gathering, differential diagnoses, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow-up care and the provision of health education and counseling. Students must successfully complete all nine rotations. These rotations include MPAS 620 Family Medicine, MPAS 622 Internal Medicine, MPAS 624 Pediatrics, MPAS 626 Women's Health, MPAS 628 Emergency Medicine, MPAS 630 General Surgery, MPAS 632 Mental Health, MPAS 636 Underserved Populations or Areas, and MPAS 638 Elective.

### **MPAS 620 FAMILY MEDICINE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Family Medicine. This SCPE rotation advances

student knowledge and skills in evaluation and management of commonly encountered conditions in the outpatient setting and for patients of all ages. 6 credit hours.

#### **MPAS 622 INTERNAL MEDICINE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Internal Medicine. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions in the outpatient, inpatient or mixed setting for adult patients. 6 credit hours.

#### **MPAS 624 PEDIATRIC MEDICINE SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Pediatric Medicine. This SCPE rotation advances student knowledge and skills in communication with children and parents, familiarity with normal growth and development, and evaluation and management of commonly encountered conditions in the pediatric age group. 3 credit hours.

#### **MPAS 626 WOMEN'S HEALTH SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of obstetric and gynecological medicine. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions including prenatal care and preventative gynecologic care through exposure to a varied patient population in general obstetrics and gynecology. 3 credit hours.

#### **MPAS 628 EMERGENCY MEDICINE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles of Emergency Medicine. This SCPE rotation advances student knowledge and skills in triage, procedures, and recognition, evaluation and management of commonly encountered emergent conditions for patients of all ages. 6 credit hours.

#### **MPAS 630 GENERAL SURGERY SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of General Surgery. This SCPE rotation advances student learning in assisting at the operating table, and preoperative and postoperative evaluation and management of commonly encountered surgical conditions in patients of all ages. 6 credit hours.

#### **MPAS 632 MENTAL HEALTH SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Mental Health. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions for patients of all ages. Rotation sites may provide students with inpatient, outpatient, or mixed experiences. 3 credit hours.

#### **MPAS 636 UNDERSERVED POPULATION/AREA SCPE**

This three-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in the principles and practice of medicine in Underserved Populations and Areas. This SCPE rotation exposes students to the diversity of health care needs and issues impacting general medical health in medically underserved populations and advances their knowledge about resources required to meet these needs. 3 credit hours.

#### **MPAS 638 ELECTIVE SCPE**

This six-week clinical practice rotation provides an opportunity to enhance learning and gain supervised experience in one or more disciplines of interest to the student. This SCPE rotation advances student knowledge and skills in evaluation and management of commonly encountered conditions in an outpatient and/or inpatient setting for patients of all ages. Rotations may include but are not limited to surgical sub-specialties (orthopedics, neurosurgery, plastic surgery, maxillofacial surgery, etc.) otolaryngology, dermatology, urology, wound care, ophthalmology, gastroenterology, cardiology, and others. Every attempt will be made to establish an elective rotation in an area of interest to the student. If unable to meet this criterion, the Director of Clinical Education will meet with the student to discuss options, including subdividing a six week elective rotation into more than one rotation site. 6 credit hours.

#### **MPAS 640 PROFESSIONAL DEVELOPMENT – CLINICAL I**

The Professional Development clinical year sequence of courses in the series (MPAS 640, MPAS 642, and MPAS 644) follows the didactic phase Professional Development sequence of courses (MPAS 531 and MPAS 533). The clinical phase spans the entire clinical curriculum and integrates topics such as professionalism, ethics, and business with the delivery of medical care. The first of three courses promotes lifelong learning, self-improvement, knowledge of health policy and delivery impact, and awareness of current medical trends. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice. (Summer II) 1 credit hour.

#### **MPAS 642 PROFESSIONAL DEVELOPMENT – CLINICAL II**

The Professional Development clinical year sequence of courses in the series (MPAS 640, MPAS 642, and MPAS 644) follows the didactic phase Professional Development sequence of courses (MPAS 531 and MPAS 533). The clinical phase spans the entire clinical curriculum and integrates topics such as professionalism, ethics, and business with the delivery of medical care. The second of three courses focuses on healthcare delivery (evolution of healthcare, social, legal and economic factors, ownership, organizations, funding, regulations, and the PA role), patient safety, quality improvement, and risk management, and medical liability. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice. (Fall II) 1 credit hour.

#### **MPAS 644 PROFESSIONAL DEVELOPMENT – CLINICAL III**

The professional development clinical sequence of courses in the series (MPAS 640, MPAS 642, and MPAS 644) follows the didactic phase Professional Development sequence of courses (MPAS 531

and MPAS 533). The clinical phase spans the entire clinical curriculum and integrates topics such as professionalism, ethics, and business with the delivery of medical care. The third of three courses focuses on career development, credentialing, privileges, employment contracts, and networking. There is continued emphasis on the display and development of professionalism as it applies to clinical practice. (Spring III) 1 credit hour.

#### **MPAS 652 ROTATION ASSESSMENT DAYS**

Students return to campus once during the clinical year for Rotation Assessment Days (RAD). These campus visits may include the following assessment activities: (1) objective structured clinical examination (OSCE) testing, (2) independent project presentations, (3) case presentations, and (4) time with the student advisor. The purpose of RAD is to: (1) provide the student with a time of self-assessment, (2) evaluate the students' knowledge, skills, and attitude, and (3) identify the student's level of preparedness for the physician assistant national certifying examination (PANCE). During the RAD time, the goal is to provide ongoing evaluation of each student's progress with opportunities for early identification and correction of any deficits in a timely manner. (Fall II) 0 credit hours.

#### **MPAS 654 SUMMATIVE EVALUATION**

Students return to campus once during the final semester of the clinical year for Summative Evaluation. These campus visits include the following assessment activities: (1) objective structured clinical examination (OSCE) testing, (2) independent project presentations, (3) case presentations, and (4) time with the student advisor. The purpose of summative is to: (1) provide the student with a time of self-assessment, (2) evaluate the students' knowledge, skills, and attitude and (3) identify level of preparedness for the physician assistant national certifying examination (PANCE). As mandated by the Physician Assistant program accrediting body, this assessment of the student is conducted by the program to ensure that the student has the requisite knowledge, interpersonal skills, patient care skills and professionalism for entry into the profession. The final Summative Evaluation is a comprehensive assessment that encompasses the activities and evaluations including an evaluation of professionalism. The aim of the final Summative Evaluation is to assess each student's ability to adequately meet all program criteria for completion of the program and to provide an opportunity for early identification and correction of any deficits in a timely manner. (Spring I). 1 credit hour.

#### **NFNP 500 THEORETICAL BASIS FOR ADVANCED PRACTICE**

Evaluation of nursing theory and its application to research and evidence-based practice. Emphasis will be on the exploration of conceptual-theoretical-empirical underpinnings of nursing research. 3 credit hours.

#### **NFNP 501 NURSING AND HEALTH CARE SYSTEMS AND ISSUES**

Examination of local, national, and global health care delivery systems and the societal issues and trends which impact the delivery of health care. Analysis of the impact of direct and indirect nursing roles on health care policies. 3 credit hours.

#### **NFNP 502 METHODS OF ADVANCED RESEARCH**

Initiation of a comprehensive and systematic literature review after identifying a nursing problem. Development of an appropriate research design and methodology, choosing a valid instrument (s) to collect data. Utilization of an applicable statistical analysis culminating in a thesis/project proposal. 3 credit hours.

#### **NFNP 504 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH**

Provision of skills required to perform the types of statistical analyses encountered in graduate research, in both the discipline's literature and individual thesis research. Provision of a conceptual framework for choosing appropriate statistical descriptions and analyses for use in a wide range of common types of data sets. Students also learn to perform statistical analyses using appropriate software. Prerequisite: An undergraduate general statistics course. 3 credit hours.

#### **NFNP 506 PROFESSIONAL ROLE DEVELOPMENT FOR ADVANCED NURSING PRACTICE**

Introduction to competencies, role development and foundational components of advanced practice nursing. Topics include history, roles, and options associated with professional practice and career development. 3 credit hours.

#### **NFNP 520 PATHOPHYSIOLOGY IN ADVANCED NURSING PRACTICE**

Advanced study of the human as a multidimensional being in dynamic interaction with the environment. Examination of the nursing approach to human physiological response in selected health, illness and disease states; analysis of the interaction of physiological response with selected psychosocial, situational and cultural stressors. 3 credit hours.

#### **NFNP 521 ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN**

Comprehensive physical, psychosocial, cultural and spiritual assessments across the life span, including interviewing and patient histories. Clinical decision making skills in advanced nursing practice are enhanced. Clinical diagnostic procedures, including physical, laboratory, and radiological are included. 3 credit hours.

#### **NFNP 522 PHARMACOLOGY FOR ADVANCED NURSING PRACTICE**

Principles of pharmacokinetics and pharmacodynamics including physiologic responses, possible side effects and expected outcomes to various drugs. Advanced knowledge of drug interactions and management of drug reactions. Utilization of hand held devices and applications are incorporated in the course. Emphasis on synthesizing knowledge of pharmacotherapeutics as a basis for clinical decision making in advanced nursing practice. 3 credit hours.

#### **NFNP 620 PRIMARY HEALTH CARE OF ADULTS**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary healthcare needs experienced by adults in diverse populations. Emphasis will be on development of sound clinical judgment and decision making utilizing evidence-based research and practices in the care of adults with alterations in health.



Includes patient-centered care, health promotion, cultural knowledge, ethics, and legal issues. Prerequisite: All 500 level courses; Co-requisite: NFNP 621. 3 credit hours.

#### **NFNP 621 PRIMARY HEALTH CARE OF ADULTS PRACTICUM**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of adult clients with alterations in health commonly encountered by adults in a variety of health care settings. Emphasizes advanced practice to address primary care of adults who are experiencing acute and chronic illnesses. Prerequisite: All 500 level courses; Co-requisite: NFNP 620. 4 credit hours.

#### **NFNP 622 PRIMARY HEALTH CARE OF WOMEN IN FAMILIES**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary health care needs of women in diverse populations. Emphasis will be on development of sound clinical judgment and decision making utilizing evidence-based research and practices in the care of women across the lifespan. Includes patient-centered care, health promotion, cultural knowledge, ethics, legal issues, and genetics. Prerequisite: NFNP 620, 621; Co-requisite: NFNP 623. 3 credit hours.

#### **NFNP 623 PRIMARY HEALTH CARE OF WOMEN IN FAMILIES PRACTICUM**

Clinical practice under the joint supervision of faculty and preceptors focusing on assessment, diagnosis, therapeutic management and evaluation of the primary health care needs of women across the lifespan representing diverse populations. Advanced practice in the provision of primary care for women in a variety of healthcare settings. Prerequisite: NFNP 620, 621; Co-requisite: NFNP 622. 4 credit hours.

#### **NFNP 624 PRIMARY HEALTH CARE OF CHILDREN IN FAMILIES**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary health care needs of children in diverse populations. Emphasis will be on development of sound clinical judgment and decision making utilizing evidence-based research and practices in the care of children, from birth to adolescence. Includes patient-centered care, health promotion, cultural knowledge, ethics, and legal issues. Prerequisite: NFNP 620, 621; Co-requisite: NFNP 625. 3 credit hours.

#### **NFNP 625 PRIMARY HEALTH CARE OF CHILDREN IN FAMILIES PRACTICUM**

Clinical practice under the joint supervision of faculty and preceptors focusing on assessment, diagnosis, therapeutic management and evaluation of the primary health care needs of children, from birth to adolescence. Advanced practice in the provision of primary care for children in a variety of healthcare settings. Prerequisite: NFNP 620, 621; Co-requisite: NFNP 624. 4 credit hours.

#### **NFNP 626 NURSE PRACTITIONER ROLE PREPARATION AND TRANSITION**

Analysis and synthesis of the multidimensional role and responsibilities of advanced nursing practice. Transition and preparation for advanced practice including scope of practice, standards of care, legislative rules and regulations governing advanced practice nursing. Current issues affecting the advanced practice nursing role including ethical, spiritual, psycho-social, and alternative medicine issues. Clinical practice under the joint supervision of faculty and preceptors emphasizing the transition into advanced nursing practice in a variety of practice sites. Prerequisite: NFNP 622, 623, 624, 625. 3 credit hours.

#### **NFNP 630 PROJECT**

Synthesis of prior learning in the proposal of an evidence-based project as a response to a problem related to nursing practice as identified in a residency practicum in a healthcare setting. Co-requisite: NFNP 626. 3 credit hours.

#### **NURS 500 THEORETICAL BASIS FOR ADVANCED PRACTICE**

Evaluation of nursing theory and its application to research and evidence-based practice. Emphasis will be on the exploration of conceptual-theoretical-empirical underpinnings of nursing research. 3 credit hours.

#### **NURS 501 NURSING AND HEALTH CARE SYSTEMS AND ISSUES**

Examination of local, national, and global health care delivery systems and the societal issues and trends which impact the delivery of health care. Analysis of the impact of direct and indirect nursing roles on health care policies. 3 credit hours.

#### **NURS 502 METHODS OF ADVANCED RESEARCH**

Initiation of a comprehensive and systematic literature review after identifying a nursing problem. Development of an appropriate research design and methodology, choosing a valid instrument(s) to collect data. Utilization of an applicable statistical analysis culminating in a thesis/project proposal. 3 credit hours.

#### **NURS 504 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH**

Provision of skills required to perform the types of statistical analyses encountered in graduate research, in both the discipline's literature and individual thesis research. Provision of a conceptual framework for choosing appropriate statistical descriptions and analyses for use in a wide range of common types of data sets. Students also learn to perform statistical analyses using appropriate software. Prerequisite: An undergraduate general statistics course. 3 credit hours.

#### **NURS 506 PROFESSIONAL ROLE DEVELOPMENT FOR ADVANCED NURSING PRACTICE**

Introduction to competencies, role development and foundational components of advanced practice nursing. Topics include history, roles, and options associated with professional practice and career development. 3 credit hours.



### **NURS 600 THE NURSE EDUCATOR**

Examination of the competencies of the nurse educator in academic and practice settings. Exploration of educational theories and principles which provide the foundation for nursing education. Emphasis on application of innovative, evidence-based, teaching/learning strategies in academic, staff development, or similar settings. 3 credit hours.

### **NURS 601 CURRICULUM THEORY AND APPLICATION**

Exploration of the development of a context-relevant curriculum that includes philosophy, model, design, teaching approaches and evaluation strategies utilizing both theory and practical application. 3 credit hours.

### **NURS 602 INSTRUCTIONAL AND EVALUATION STRATEGIES**

Examination and evaluation of the concepts and methods of measurement and evaluation of learning in nursing education. Emphasis on developing, scoring, analyzing and evaluating various assessment techniques. 3 credit hours.

### **NURS 606 NURSING ECONOMICS AND FINANCE**

Exploration and application of the basic finance and economic concepts of nursing management. Emphasis on budget development, cost, supply and demand, profit and strategic planning as management functions related to economics and patient outcomes. 3 credit hours.

### **NURS 607 ADMINISTRATION OF NURSING AND HEALTH CARE ORGANIZATIONS**

Examination of organizational structure and behavior of complex integrated health care systems with emphasis on the analysis of scope and standards of practice of nurse administrators. 3 credit hours.

### **NURS 610 THESIS**

Synthesis of prior learning in the conduct of research as a response to a problem related to nursing practice in a variety of settings. Culminates in a written thesis document suitable for publication. Prerequisites: All NURS 500-level courses; NURS 600, NURS 601, NURS 602 or NURS 606, NURS 607, BADM 641; OR permission of Chair of Graduate Nursing Programs. 3 credit hours.

### **NURS 612 THESIS**

Continuation of NURS 610. Students who complete NURS 610 must remain enrolled in thesis hours each semester until the thesis requirement is met. Prerequisites: NURS 610. 3 credit hours.

### **NURS 616 ADVANCED NURSING SPECIALTY PRACTICUM**

Preceptor-guided experience in the application of advanced educational or administrative principles and theories. Study and application of selected knowledge and concepts from nursing theories appropriate to nursing practice. Students are required to complete two semesters of NURS 616 for a total of six semester hours. Students enrolled in a certificate program must complete one semester hour of NURS 616. Thirty hours of practicum experience required for each semester hour of credit. Prerequisites: All NURS

500-level courses; NURS 600, NURS 601, NURS 602 OR NURS 606, NURS 607, BADM 641; OR permission of Chair of Graduate Nursing Programs. 1 or 3 credit hours.

### **NURS 619 THESIS CONTINUATION**

Thesis continuation course is available to students who have completed the required credit hours for the MSN degree, but have not yet successfully completed the Thesis requirement for the degree as described in the course description for NURS 610, NURS 612. Students who do not complete their Thesis requirement by the end of NURS 612 will be required to register for this three-hour Thesis Continuation course each semester until the requirement is met. Prerequisite: NURS 612. 3 credit hours.

### **NURS 700 THEORETICAL AND CONCEPTUAL FOUNDATION FOR ADVANCED NURSING PRACTICE**

Exploration and inquiry into the theories underlying advanced nursing practice. Focuses on synthesizing and integrating theoretical perspectives to guide practice in a defined healthcare-related area. 3 credit hours.

### **NURS 702 NURSING INQUIRY FOR EVIDENCE-BASED PRACTICE**

Critical analysis of nursing research and methodological approaches utilized in healthcare. Utilization of computer information systems as a method of inquiry into nursing research in order to describe, analyze, problem solve, and initiate change to provide evidence-based practice in a variety of settings. 3 credit hours.

### **NURS 703 ADVANCED STATISTICS: MULTIVARIATE ANALYSIS**

Introduction to advanced multivariate research design and data analysis procedures necessary for research in the health sciences. Emphasis will be on the use of scientific approaches to analyze population data to better understand determinants of health and illness. Prerequisites: NURS 700, 702. 3 credit hours.

### **NURS 704 LEADERSHIP IN DEVELOPMENT AND ANALYSIS OF HEALTH CARE POLICY**

Analysis of health care policies and legal issues from philosophical and scholarly nursing practice perspectives including the knowledge, skills, and approaches to support advocacy and policy development and revision. Methods for evaluating policy and designing related interventions to influence policy making and implementation will be explored. Prerequisite: NURS 700. 3 credit hours.

### **NURS 705 THEORETICAL FOUNDATION OF NURSING INFORMATICS**

Exploration of the integration of informatics knowledge, skills, and attitudes to support culturally sensitive, evidence-based practice at the leadership level. Prerequisite: NURS 704. 3 credit hours.

### **NURS 707: ADVANCED CURRICULUM THEORY AND DEVELOPMENT IN NURSING**

Exploration of past and present issues and trends related to curriculum theory and development and the effects of political, social, and economic influences that impact nursing education at the local and national level. Prerequisite: NURS 708. 3 credit hours.

**NURS 708: EPIDEMIOLOGY AND DISEASE CONTROL**

Analysis of epidemiological, bio-statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. Prerequisite: NURS 705. 3 credit hours.

**NURS 710: ADVANCED HEALTHCARE ECONOMICS AND FINANCE**

Application of principles of finance, business, economics and health policy in the development and evaluation of healthcare delivery approaches. Challenges and issues facing the nurse administrator in a contemporary healthcare environment are examined. Prerequisite: NURS 708. 3 credit hours.

**NURS 711: PROFESSIONAL INTERNSHIP/PRACTICE IMMERSION EXPERIENCE**

Experiential application of advanced knowledge in a practice setting. Students complete practicum hours toward fulfillment of the 1000 hours required for completion of the DNP degree, 400 of which must be completed in the DNP Program. This three semester hour course must be taken twice for a total of six semester hours. Prerequisites: NURS 700, 702, 703, 704. 3 credit hours.

**NURS 712: CAPSTONE PROJECT**

Translation of research into practice to improve healthcare outcomes for a group, population or community. Students complete practicum hours toward fulfillment of the 1000 hours required for completion of the DNP degree, 400 of which must be completed in the DNP Program. This three semester hour course must be taken twice for a total of six semester hours. Culminates in a written scholarly project suitable for publication. Prerequisites: NURS 708, 711. 3 credit hours.

**NURS 713 CAPSTONE PROJECT CONTINUATION**

Capstone Project continuation for students who have completed the required credit hours for the DNP degree, but have not yet successfully completed the Capstone Project requirement as described in NURS 712. Students who do not complete their Capstone Project requirement by the end of NURS 712 will be required to register for NURS 713 each semester until the Capstone Project requirement is met. Prerequisite: NURS 712. 3 credit hours.

**NURS 715 MANAGEMENT LEADERSHIP IN ADVANCED PRACTICE NURSING**

Exploration of management theory and leadership principles as they apply to advanced practice nursing in a variety of practice environments. Prerequisite: NURS 707 or 710. 3 credit hours.

**RELI 600 RESEARCH SEMINAR**

A study of the appropriate tools, procedures and resources for research in the field of religion. 3 credit hours.

**RELI 605 BIBLICAL STUDIES SEMINAR**

A study of contemporary approaches to interpreting the Biblical text. 3 credit hours.

**RELI 610 ADVANCED HEBREW EXEGESIS SEMINAR**

An intensive study of selected portions of the Hebrew Bible. 3 credit hours.

**RELI 615 OLD TESTAMENT SEMINAR**

An intensive study of selected topics in the Old Testament. 3 credit hours.

**RELI 620 ADVANCED GREEK EXEGESIS SEMINAR**

An intensive study of selected documents in the Greek New Testament. 3 credit hours.

**RELI 625 NEW TESTAMENT SEMINAR**

An intensive study of selected topics in the New Testament. 3 credit hours.

**RELI 630 HISTORICAL STUDIES SEMINAR**

A study of selected topics in Christian history, Baptist history and American Christianity. 3 credit hours.

**RELI 640 THEOLOGICAL STUDIES SEMINAR**

A study of selected topics and issues in theology studies. 3 credit hours.

**RELI 650 PHILOSOPHY OF RELIGION SEMINAR**

A study of selected issues and problems found in philosophy of religion. 3 credit hours.

**RELI 660 WORLD RELIGIONS SEMINAR**

A study of selected religions in terms of origins, leading figures and historical development. 3 credit hours.

**RELI 670 PSYCHOLOGY OF RELIGION SEMINAR**

A study of various philosophical and empirical paradigms in the study of psychology of religion. 3 credit hours.

**RELI 680 LITERATURE AND RELIGION SEMINAR**

A study of the interpretations of various literary forms with an emphasis on religious and moral significance. 3 credit hours.

**RELI 685 RELIGIOUS INSTRUCTION SEMINAR**

A study of teaching methods and instructional design appropriate for college level teaching. 3 credit hours.

**RELI 690 GRADUATE INTERNSHIP**

A supervised experience in teaching an approved religion course in a university classroom setting. 3 credit hours.

**RELI 695 THESIS**

Development of a thesis on an approved topic in the student's concentration, under the guidance of a faculty advisor within the Department of Religious Studies. 3 credit hours.

**SPED 555 SPECIAL TOPICS**

A study of significant issues, trends, and/or practical problems in education. Content varies according to student interest and need. 3 credit hours.

**SPED 600 RESEARCH IN SPORT PEDAGOGY**

A course designed to prepare the student to access, interpret, and apply practical aspects of research, with emphasis on the

development of skills which will enable effective presentation, communication, and understanding. 3 credit hours.

### **SPED 601 INSTRUCTIONAL STRATEGIES**

An in-depth study of the development and utilization of innovative teaching strategies in physical education and sport instruction. Prerequisite: Undergraduate course in teaching methodology. 3 credit hours.

### **SPED 602 SCIENTIFIC PRINCIPLES OF HUMAN PERFORMANCE**

A study of the most recent developments in the field of exercise physiology is the major focus of this class, with emphasis on the related fields of bio-mechanics and motor learning. Prerequisite: Undergraduate course in exercise science/physiology. 3 credit hours.

### **SPED 603 CONTEMPORARY CONCEPTS OF WELLNESS**

A study of the relationships among the components of wellness, as well as an examination of recognized approaches to effective instruction in lifetime physical fitness. Prerequisite: Undergraduate course in exercise science/physiology. 3 credit hours.

### **SPED 604 SPORT IN SOCIETY**

An examination of the issues and problems associated with play, games, and sport in a socio-cultural context. 3 credit hours.

### **SPED 605 SPORT AND PHYSICAL EDUCATION FOR DIVERSE POPULATIONS**

A study of the implications for those involved in the instruction and provision of sport opportunities for diverse populations. These populations include the handicapped, the gifted, the elderly, and other groups with identifiable special needs. 3 credit hours.

### **SPED 606 SPORT AND PHYSICAL EDUCATION ADMINISTRATION**

A study of specific issues involved in the organization and administration of sport and physical education programs. 3 credit hours.

### **SPED 607 LEGAL ISSUES OF SPORT AND PHYSICAL EDUCATION**

An exploration of the legal issues in sport and physical education. Emphasis will be placed on liability issues relevant to educational, recreational, and athletic settings. 3 credit hours.

### **SPED 608 PSYCHOLOGY OF SPORT**

An analysis of the psychological aspects of sport with an emphasis on application and implications for teachers and coaches. 3 credit hours.

### **SPED 609 SUPERVISION AND EVALUATION OF INSTRUCTION**

A study of the basic issues relevant to instructional supervision. Particular attention will be given to methods of evaluating instruction by means of systematic observation. 3 credit hours.

### **SPED 610 THEORIES OF MOTOR DEVELOPMENT**

A study of motor, physical, and neuromuscular development from the prenatal period to old age. Emphasis will be placed on stages of development, motor system, and development of specific movement patterns. 3 credit hours.

### **SPED 611 PHYSICAL EDUCATION SEMINAR**

A class for practicing physical educators, designed to be taught in a workshop format. The specific content will vary based upon instructor, students and setting. The purpose will be to examine and to apply practices necessary in developing instructional expertise. 3 credit hours.

### **SPED 612 LEADERSHIP AND ETHICS IN SPORT PEDAGOGY**

An examination of the unique ethical challenges faced by sport and physical activity leaders with an emphasis on building leadership skills and ethical competency through self-assessment, challenge, and feedback. 3 credit hours.

### **SPED 613 COACHING THEORY**

This course is an examination of the skills required for effective coaching. The primary goal of the course is to develop and enhance knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives while working with athletes. 3 credit hours.

### **SPMG 615 MEETINGS, CONVENTIONS, & EVENT PLANNING AND MANAGEMENT (HTMG615)**

This course will prepare students for effective event and meeting planning coordination and implementation. The topics and case studies are based on the management's view of organizing and planning events. Students will be introduced to skills required for coordinating meetings, conventions, small to large special events, exhibits, and conferences. Students will be introduced to all aspects of event planning including overseeing catering logistics, coordinating meeting and exhibit space, monitoring client expectations, organizing audio/visual logistics, staffing events and using consultants and contractors. Models and techniques for effective project management and budgeting will be included. 3 credit hours.

### **SPMG 696 TOPICS IN SPORT MANAGEMENT**

Examines current events and topics in sport management such as: Sport Facility Design and Management, Olympic Games, Critical Issues in Sport Management, Sport Marketing, Sport Economics, Sport Finance, intercollegiate athletics, campus recreation, sport tourism, and international sport among others. Topics will vary for each course offering. May be repeated for credit when content varies. 3 credit hours.

### **WMGT 601 INCOME TAX PLANNING**

Study of the Federal Income tax law and fundamentals related to individual income tax. This course addresses tax planning to reduce the impact of federal income tax and focuses on the income tax curriculum of the CFP. 3 credit hours.

### **WMGT 604 TRANSFER TAXATION**

An advanced study of gift, estate and trust taxation, including federal and state transfer tax laws. The course will emphasize the tax issues involved in wealth transfer and transmission. Prerequisite: WMGT 601 Income Tax Planning. 3 credit hours.

### **WMGT 605 FINANCIAL PLANNING STRATEGIES**

A study of the financial planning process, including the utilization of financial statement analysis, risk management, education planning, investment management, retirement planning, tax planning, estate planning and business transition planning. This course will also cover the CFP Board's Ethics and Standards of Professional Conduct. 3 credit hours.

### **WMGT 610 INVESTMENT STRATEGIES**

A core examination of portfolio construction and planning, the securities markets, time value analysis, common stock and fixed income evaluation, investment company overview, technical analysis, bond market and fixed income valuation, government securities, and derivatives. 3 credit hours.

### **WMGT 615 ADVANCED FIDUCIARY PRINCIPLES AND INVESTMENT MANAGEMENT**

An advanced study of investment advisers, investment company status/structure/disclosure, current national markets, broker-dealer regulation, and the fiduciary principles applied to wealth and trust management with particular emphasis upon current applicable federal and North Carolina law relevant to fraud and fiduciary duties. 3 credit hours.

### **WMGT 620 INSURANCE AND RISK MANAGEMENT**

An inclusive examination of the interplay between insurance and the risk management process, including a study of the concept of risk, insurance as a device in risk reduction and elimination, the principles of risk management. A review of traditional risk management practices and avenues concerning life, health and income maintenance, and an examination of policy coverage related to the personal and commercial sectors, disability and long-term care, and the current governmental regulatory structure, including the current status of the Affordable Health Care for America Act. 3 credit hours.

### **WMGT 621 ADVANCED INVESTMENT STRATEGIES**

An advanced examination of the elements of investments, including asset classes and financial instruments, in addition to an in-depth treatment of portfolio theory, equity and bond valuation and pricing. Applications of the derivatives markets concerning risk management, including futures and options markets. Prerequisite: WMGT 610 Investment Strategies. 3 credit hours.

### **WMGT 625 ADVANCED ESTATE PLANNING**

An advanced examination of the process enabling individuals to effect the orderly management, utilization and transference of wealth. Areas of concentration include client counseling, will planning, tax consideration, transfers effected for transferor benefit, spousal considerations, gift planning, and retirement compensation planning, with particular review of irrevocable and revocable trusts, generation skipping trusts, IRAs, and the like. 3 credit hours.

### **WMGT 630 RETIREMENT PLANNING STRATEGIES**

A comprehensive study of retirement planning, with an advanced examination of E.R.I.S.A. and an in-depth review of retirement offerings. An examination of the Social Security system, including benefits, taxation issues, disability, and Medicare considerations, along with a review of current trends and proposals. Finally, an examination of employee and group benefits and their essential role in the individual's quest for financial freedom. 3 credit hours.

### **WMGT 640 ADVANCED SECURITIES AND FINANCIAL REGULATION**

A comprehensive examination of securities and financial regulation, the course delves into the salient legal and regulatory issues involved in the regulatory process, including an in-depth examination of the securities markets, required disclosure, fraud, public offerings, exempt offerings, secondary market transactions, and the SEC enforcement process. 3 credit hours.

### **WMGT 650 WEALTH TRANSFER SEMINAR (CAPSTONE)**

An advanced study of the efficient wealth transfer process, including the utilization of estate and trust administration methodologies. The course includes a survey and case study review of asset management and taxation, trust regulation and examination, and fiduciary investment obligations and best practices. Probate issues are examined, including a review of North Carolina probate practices and requirements. 3 credit hours.



# SCHOOL OF DIVINITY

## COURSE DESCRIPTIONS

### **DSCE 105 TEACHING AND LEARNING IN THE CHURCH**

A study of how to design lesson goals/objectives, structure content, design interactive activities, and use evaluative tools to assess learning. Emphases are also given on a variety of age appropriate teaching methodologies, learning styles, biblical and theological basis for teaching in the church, and a formulation of a philosophy of teaching. 3 credit hours.

### **DSCE 110 THE CHURCH PREPARING FOR MISSION AND MINISTRY**

A study and analysis of the role of the Christian church in the world. Attention is devoted to analyzing and evaluating the appropriateness of a variety of church organizational models. The course considers the preparation, leadership, and space required for each model. 3 credit hours.

### **DSCE 115 ADMINISTRATION AND LEADERSHIP IN THE CHURCH**

An examination of church polity with particular attention given to the free-church tradition. Other components of the course will include the enlistment and training of leadership, principles of administration, systems theory, conflict management, and public relations. The course will also deal with church staff configurations, supervision, and performance reviews. 3 credit hours.

### **DSCE 200 CHRISTIAN EDUCATION AND FORMATION WITH YOUTH**

A study of the adolescent years, youth cultures in this country, the church's biblical, theological, and practical role in the Christian education and formation of youth in an inter-generational context. Resources and ministry models are examined, focusing on the design of curricula for youth in all aspects of church life: proclamation, worship, education, service and fellowship. Learners will develop skills needed for effective practice. 3 credit hours.

### **DSCE 206 CHRISTIAN EDUCATION AND FORMATION WITH CHILDREN**

A study of the developmental stages of the child. Attention is given to the church's biblical, theological, and practical role in the Christian education and formation of children, in an inter-generational context. Attention will be given to evaluation of resources and to design curricula for children. Learners will develop skills needed for effective practice. 3 credit hours.

### **DSCE 210 CHRISTIAN EDUCATION AND FORMATION WITH ADULTS**

A study of stages, transitions, and complexities of the adult life, evaluated in a biblical and theological context. Attention is given to the role of the designed curricula for education and formation with adults, focusing on the weaving of one's life story into the story of the community of faith biblically and historically in the areas of proclamation, worship, education, service and fellowship. Learners will develop skills needed for effective practice. 3 credit hours.

### **DSCE 310 LEADERSHIP WITH VOLUNTEERS IN THE CHURCH**

An examination of the theological bases for the ministry of volunteers in the church. Attention is given to enlisting, placing, inspiring, and supervising volunteers in the church. 3 credit hours.

### **DSCE 315 COMMUNICATING INSIDE AND OUTSIDE THE CHURCH**

A study of the biblical and theological bases for internal and external communications. Included in the course are: the philosophy of publicizing, promoting, building relationships with media outlets and the unchurched. Attention is given to verbal and nonverbal communication. 3 credit hours.

### **DSCE 400 CHRISTIAN EDUCATION SPECIALIZATION PRACTICUM**

Persons pursuing a Master of Divinity degree in Christian Education may choose a practicum. This will involve working with a person in this field, developing a job description for this position, performing weekly tasks under the supervision of the mentor, and receiving feedback on a weekly basis. This on-site job training will come near the end of the three-year track. A practicum may be chosen in one of the following fields: Minister of Christian Education, Minister of Youth Education, Minister to Children, Minister to Preschoolers, Minister to Preschoolers and Children, Church Business Administrator, or Director of Weekday Early Childhood Education. 6 credit hours.

### **DSCE 401 SELECTED TOPICS IN CHRISTIAN EDUCATION AND FORMATION**

A theological, theoretical, historical, and practical study of a particular issue/challenge related to the vocation of Christian Education. This course may be repeated for credit if course content is different. 3 credit hours.

### **DSCE 451 WRITING FOR PUBLICATION SEMINAR**

This seminar aids students in developing professional writing skills for theological publications. Students are instructed in how to write scholarly book reviews and articles for journals. Prerequisite: Teaching and Learning in the Church, and 9 hours of biblical studies electives. 3 credit hours.

### **DSDM 501 THE MINISTRY AS LIFE-LONG LEARNING**

This seminar is an on-campus experience, taken as the candidate's first seminar experience, and prerequisite to all subsequent seminars, in which the candidate will receive general orientation to the degree program, to appropriate research methodologies to be utilized in the degree program, and to appropriate resources for developing successful strategies for life-long learning as a minister. 2 credit hours.

### **DSDM 510 THE MINISTRY OF BIBLICAL INTERPRETATION**

This seminar is a study of various historical interpretative approaches to both the Old and New Testaments. 4 credit hours.

### **DSDM 520 THE MINISTRY OF WORSHIP**

Through a variety of pedagogical methods, the candidate will explore traditional understandings of worship within the larger Christian community, hermeneutical applications of the Bible as critical to

proper worship, the components of worship such as proclamation, music, and the reading of scripture, the worship leader(s) and the worshipping community and planning and evaluation of worship. 4 credit hours.

#### **DSDM 521 THE MINISTRY OF PREACHING**

The seminar will employ a variety of pedagogical methods, including lecture, video analysis of preaching events, small group experiences, and seminar preaching events. In particular the seminar will explore postmodernism as the contemporary context of preaching; a history of preaching with special emphasis on the rise of the so-called "New Homiletic"; a biblical theology of preaching; an exploration of the hermeneutical skills necessary for appropriate biblical interpretation in the service of sermon development; the method of sermon development with special attention to the day by day tasks of sermon preparation; methods, techniques, and strategies for effective sermon delivery; methods, resources, and strategies for developing an effective preaching plan for the parish and a pastoral theology of preaching including the place of preaching in the life of the pastor. 4 credit hours.

#### **DSDM 530 THE MINISTRY OF CHRISTIAN EDUCATION AND ADMINISTRATION**

This seminar will probe the various components of effective Christian Education that significantly contribute to one's faith development. Building community within the changing church paradigm requires leadership skills and the effective administration of resources. Developing these skills will be the focus of the seminar. 4 credit hours.

#### **DSDM 531 THE MINISTRY OF LEADERSHIP IN THE CHURCH**

An evaluation of pastoral leadership focusing on, but not limited to, themes such as vocation, centeredness, vision-mission, church "culture" and its effect on strategic, operational or evaluative planning, pastoral tenure, and the supervisory role of staff (paid or volunteer). Contemporary models will be critically evaluated. 4 credit hours.

#### **DSDM 535 EDUCATING THE CHURCH THROUGH CHRISTIAN SPIRITUALITY**

This seminar evaluates the history of Christian education and of Christian spirituality and their impact on spiritual formation. Attention will be given to practical exercises to be carried out in private and corporate life. 4 credit hours.

#### **DSDM 540 THE MINISTRY OF PASTORAL CARE**

The role of the minister as pastoral care-giver and counselor is explored in this seminar, giving attention to the care of the self, care of the community of faith, and care of all others in the world who are objects of God's loving care. Seminar participants will develop an appropriate pastoral theology, a level of personal, interpersonal, and spiritual awareness commensurate with mature ministry, and the requisite skills to practice pastoral care in a ministry setting. 4 credit hours.

#### **DSDM 541 CONFLICT RESOLUTION IN THE CHURCH**

This seminar will examine the dynamics of conflict in the church.

Attention will be given to assessing conflict from intrapersonal, interpersonal and systemic perspectives. 4 credit hours.

#### **DSDM 550 THE MINISTRY AND THE WORLD**

This seminar will challenge the student to engage in the important missiological issues related to being a Christian witness in a culturally diverse context. 4 credit hours.

#### **DSDM 551 MISSION AND MINISTRY IN A PLURALISTIC WORLD**

This seminar focuses on the role of the minister as a representative of the church in the world external to the church (both local and global). Seminar participants will develop an understanding of the church, and his/her role in it, within a global context, and the capacity to reflect theologically on the implications of that global context for the nature and mission of the church. 4 credit hours.

#### **DSDM 552 MISSION AND CROSS CULTURAL MINISTRY**

This seminar will challenge the student to engage the important missiological issues related to being a Christian witness in a culturally diverse context. 4 credit hours.

#### **DSDM 553 MISSION STRATEGIES FOR MINISTRY**

This seminar seeks to equip the student to be effective in use of relevant mission and ministry strategies. 4 credit hours.

#### **DSDM 560 LIFE LONG LEARNING**

When taught within this concentration this course would include a segment on hermeneutics as interpreting stories-biblical stories, a person's own stories, and the stories of others. 2 credit hours.

#### **DSDM 561 PASTORAL THEOLOGY IN FAITH AND PRACTICE**

This course will address studies in pastoral theology, self-assessment (the person and professional minister), and selected issues, such as culture/ethnicity, gender/sexuality, career assessment, worship, and spiritual care. 4 credit hours.

#### **DSDM 563 CLINICAL ASPECTS OF CARE**

This course will address issues of diagnosis/assessment (including spiritual assessments), pathology (DSM IV, TR Revised), addictions, and interventions. 4 credit hours.

#### **DSDM 564 INTERPERSONAL RELATIONSHIPS AND FAMILY SYSTEMS THEORY**

This course will address such issues as parent/child relationships, triangulation, family patterns, stepfamilies, healthy and dysfunctional families, MKs, and third culture kids. 4 credit hours.

#### **DSDM 565 CRISIS INTERVENTION THEORIES**

This course will address a variety of crises including complicated grief, mental illness, addictions, disaster interventions, conflict resolution, abuse, suicide, violence, disaster response, and PTSD. 4 credit hours.

#### **DSDM 580 CLINICAL AND PASTORAL EDUCATION**

This course provides training in pastoral care under supervision in

an off-campus clinical setting whose program is accredited by the Association for Clinical Pastoral Education. 3 credit hours.

### **DSDM 581 SUPERVISION I**

Supervision will provide the candidate with a peer group experience that is intentional, collaborative, and theologically reflective. It will facilitate significant progress toward personal learning goals articulated by the candidate. 3 credit hours.

### **DSDM 582 SUPERVISION II**

This course in supervision is a continuation of DSDM581. 3 credit hours.

### **DSDM 583 SUPERVISION III**

This course in supervision is a remedial semester for certain students. 3 credit hours.

### **DSDM 585 AND 586 SUPERVISED MINISTRY I AND II**

This seminar includes four hundred hours of supervised ministry, with at least one hundred of these hours in group/peer-experiences or individual supervision. The supervised ministry experience may be performed in an institutional setting (i.e., hospital, hospice, or prison) and may involve clinical pastoral education, pastoral (or marriage and family) counseling, a congregational setting, or member care with field missionary personnel. The department of Pastoral Care and Counseling shall approve the supervisor and field setting. 6 credit hours.

### **DSDM 590 MINISTRY PROJECT PROPOSAL WORKSHOP**

This workshop assists the student in developing a project proposal to be submitted to the faculty for approval. 0 credit hours.

### **DSDM 591 MINISTRY PROJECT DEVELOPMENT I**

The approved project is implemented in this course under the direction of the student's project committee. 3 credit hours.

### **DSDM 592 MINISTRY PROJECT DEVELOPMENT II**

The approved project is completed, analyzed and defined by the student in this course under the direction of the student's project committee. 3 credit hours.

### **DSDM 593 MINISTRY PROJECT EXTENSION**

This course provides an additional semester if needed. 0 credit hours.

### **DSET 100 CHRISTIAN ETHICS**

Biblical and historical studies of Christian ethics, with contemporary applications. 3 credit hours.

### **DSET 401 SELECTED TOPICS IN ETHICS**

An exegetical, historical, or theological study of a particular religious writing, ethical tradition, or contemporary moral issue. May be repeated if course content is different. 3 credit hours.

### **DSGK 100 GREEK I**

A study of the basics of biblical Koiné Greek. In addition to learning elementary grammar, forms, and vocabulary, selected texts from the Greek New Testament will be translated. 3 credit hours.

### **DSGK 101 GREEK II**

A continuation and expansion of Greek I with special attention given to the translation of passages from the Greek New Testament. Prerequisite: Greek I or equivalent course-work. 3 credit hours.

### **DSGK 202 GALATIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent. 3 credit hours.

### **DSGK 203 EPHESIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent. 3 credit hours.

### **DSGK 204 LUKE**

An exegetical and theological study of the Gospel of Luke in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent. 3 credit hours.

### **DSGK 205 COLOSSIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent. 3 credit hours.

### **DSGK 206 1 CORINTHIANS**

An exegetical and theological study of the Epistle in Greek, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. Prerequisite: Greek I and II or equivalent. 3 credit hours.

### **DSGK 401 SELECTED READINGS IN GREEK**

The translation and interpretation of various biblical and/or extra-biblical Greek texts. Prerequisite: Greek I and II or equivalent. 3 credit hours.

### **DSHB 100 HEBREW I**

An introduction to the grammar and syntax of biblical Hebrew. 3 credit hours.

### **DSHB 101 HEBREW II**

An inductive examination of the grammar and syntax of biblical Hebrew. The course will introduce more advanced principles of Hebrew grammar and syntax by means of the exegetical study of a selection of narrative Hebrew. Prerequisite: Introduction to Biblical Hebrew (DSHB100) or its equivalent. 3 credit hours.

### **DSHB 200 HEBREW EXEGESIS: GENESIS**

An exegetical study of Genesis. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent. 3 credit hours.

**DSHB 203 HEBREW EXEGESIS: AMOS**

An exegetical study of Amos. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent. 3 credit hours.

**DSHB 205 HEBREW EXEGESIS: EXODUS**

An exegetical study of Exodus. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent. 3 credit hours.

**DSHB 206 HEBREW EXEGESIS: PSALMS**

An exegetical study of Psalms. Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent. 3 credit hours.

**DSHB 401 SELECTED READINGS IN HEBREW**

The translation and interpretation of various biblical and extra-biblical Hebrew texts. Prerequisite: Hebrew I and II or their equivalent. 3 credit hours.

**DSHS 100 INTRODUCTION TO CHRISTIAN HISTORY I**

The purpose of this course is to introduce the major people, events, ideas, and/or issues in Christian history from the beginning of the New Testament church to the eve of the Reformation. 3 credit hours.

**DSHS 101 INTRODUCTION TO CHRISTIAN HISTORY II**

The purpose of this course is to introduce the major people, events, ideas, and/or issues in Christian history from the Reformation to the present. Baptist history will be highlighted. 3 credit hours.

**DSHS 201 THE ENGLISH REFORMATION**

The purpose of this course is to introduce the major people, events, ideas, and issues of the English Reformation. An attempt is made to place the English Reformation in the wider context of the European Reformations and also to evaluate the impact of the English Reformation on the New England colonies. 3 credit hours.

**DSHS 401 SELECTED TOPICS IN CHURCH HISTORY**

A historical, sociological, or theological study of a particular period, movement, figure, or tradition in Church History. May be repeated if course content is different. 3 credit hours.

**DSIS 200 WORLDVIEW STUDIES**

This is an introductory study of the historical development, basic assumptions, and praxis of major religious worldviews. Special attention will be given to the current debates on religious pluralism. 3 credit hours.

**DSIS 201 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the major religious movements that have emerged in the last 200 years primarily in the United States and Europe. Students will also be challenged to explore Christian approaches to religious pluralism. 3 credit hours.

**DSIS 210 INTRODUCTION TO ISLAMIC STUDIES**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged to explore contemporary approaches to Islam. 3 credit hours.

**DSIS 300 TRANSFORMATION STUDIES**

This is a critical study of the religious and socio-cultural foundations of individual transformation based on a spiritual encounter and its impact on society. 3 credit hours.

**DSIS 302 URBAN STUDIES**

This is a foundational study of the unique challenges and opportunities for transformation in an urban setting. Students will examine current trends and issues that shape the directions of global urbanization and explore how one can make an impact in these areas. 3 credit hours.

**DSIS 301 COMMUNITY DEVELOPMENT**

This is a practical study of the principles, tools, and resources of organizing, leading, and developing a local community. Particular attention will be given to character, vision, skills, leadership styles, tools, strategies, and resources necessary for congregational growth and development. 3 credit hours.

**DSIS 303 CULTURAL ANTHROPOLOGY**

This is a practical study of the cultural concepts in anthropology. Students will learn how culture impacts people's religious expressions and address how they relate to people from cultural backgrounds other than their own. 3 credit hours.

**DSIS 305 DIASPORA STUDIES**

This is a foundational study of the phenomenon of people's mobility within and outside their homelands. Students will learn the theoretical foundations and practical approaches to diaspora communities; discover the determinant factors behind people's geographic and demographic mobility; study the trends in international migration; and identify some of the challenges and opportunities of people on the move relevant to globalization. 3 credit hours.

**DSIS 310 MASS MOVEMENTS IN THE TEXTS**

This is a textual study of the foundations, principles, and praxis of the religious encounters of individuals, people groups, and societies that have impacted and shaped early world civilizations. Special attention will be given to the paradigm of change that develops out of identity formation and the perceived calling and destiny of a particular mass movement based on the Judeo-Christian texts. 3 credit hours.

**DSIS 311 MASS MOVEMENTS IN HISTORICAL PERSPECTIVES**

This is a historical study of the origin, development, and propagation of the message and tasks of Christian-oriented mass movements based on the paradigm of change in cultures around the world. 3 credit hours.

**DSIS 312 MASS MOVEMENTS IN CONTEMPORARY PERSPECTIVES**

This is a contemporary study of the major trends, issues, and challenges relevant to the various interpretations of the message and tasks of mass movements within a broader spectrum of a Christian tradition. 3 credit hours.



### **DSIS 400 ICS PRACTICUM**

This is a practical course that provides students significant experience in intercultural environment to prepare them to function, live, and work in cultures other than their own. This includes fieldwork for conducting case studies, ethnographic research, or applied linguistics. This course must be developed with the ICS professor. Non-ICS students may take this course as an elective. 3 credit hours.

### **DSIS 401 SPECIAL TOPICS IN INTERCULTURAL STUDIES**

A practical, historical, theological, or cross-cultural study of a particular issue/challenge related to the arena of intercultural studies. May be repeated if course content is different. 3 credit hours.

### **DSLGL 105 BIBLICAL ARAMAIC**

An introduction to Biblical Aramaic and a study of its grammar, syntax, and vocabulary, including the reading of biblical texts written in Aramaic. Prerequisites: Introduction to Biblical Hebrew (DSHB100) and Hebrew Syntax and Exegesis (DSHB101) or their equivalents. 3 credit hours.

### **DSLGL 115 THEOLOGICAL GERMAN**

This course provides the foundational vocabulary, grammar, and syntax necessary for acquiring a basic reading knowledge of German scholarship in the theological, historical, and biblical disciplines. This course introduces the grammatical and syntactical issues necessary to comprehend German sentence structure. The course provides translation exercises of increasing difficulty and encourages the building of vocabulary that will equip students to begin working with German scholarship. 3 credit hours.

### **DSMN 100 LIFE AND WORK OF THE MINISTER**

A practical and theoretical examination of ministry in a postmodern, globalized context. This course offers an opportunity for students to interact with experienced practitioners who model effective ministry. 3 credit hours.

### **DSMN 201 INTRODUCTION TO PREACHING**

This course is an introduction to basic Christian preaching. It gives attention to the theology of preaching, method of preaching, delivery techniques, and pulpit planning in the local church. Diverse homiletic theories and models will be explored and encouraged. Part of the course will involve a preaching lab in which every student will gain practical experience in preparing and preaching an original sermon. 3 credit hours.

### **DSMN 202 INTRODUCTION TO WORSHIP**

This course is an introduction to worship in the local church including the nature, history, and practice of worship. Part of the course will involve a lab experience in which students will gain practical experience in the celebration of the ordinances as well as other rituals of faith. 3 credit hours.

### **DSMN 300 PREACHING FROM THE GOSPELS**

This course will examine the ways in which Matthew, Mark, Luke, and John can be used in proclamation. Particular attention will be given to the unique literary structures and themes of each gospel. Also, emphasis will be put on the issues of spiritual formation and

leadership. How do these concerns affect both the shaping of the messenger as well as the message? 3 credit hours.

### **DSMN 301 PREACHING PRACTICUM**

This course features advanced preaching theory and practice techniques. Particular emphasis will be given to preaching lectionary texts, honing delivery skills, and appropriate planning and assessment within a congregational setting. Prerequisite: Introduction to Preaching. 3 credit hours.

### **DSMN 401 SELECTED TOPICS IN CHRISTIAN MINISTRY**

A practical, historical, or theological study of a particular issue/challenge related to the vocation of Christian ministry. May be repeated if course content is different. 3 credit hours.

### **DSMS 200 WORLD RELIGIONS**

This course will introduce the major religious traditions by studying their historical development, worldview and praxis. Students will also be challenged to explore Christian approaches to religious pluralism. 3 credit hours.

### **DSMS 201 CONTEMPORARY RELIGIOUS MOVEMENTS**

This course will introduce students to the major religious movements that have emerged in the last 200 years primarily in the United States and Europe. Students will also be challenged to explore Christian approaches to religious pluralism. 3 credit hours.

### **DSMS 210 INTRODUCTION TO ISLAM**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will also be challenged to explore Christian approaches to Islam. 3 credit hours.

### **DSMS 300 EVANGELISM**

This course will challenge students to discover the biblical and theological foundations of evangelism and explore how this impacts the evangelistic work of the church locally and abroad. 3 credit hours.

### **DSMS 301 CHURCH PLANTING AND DEVELOPMENT**

This course will enable students to examine the biblical foundations, historical development, and the contemporary principles and strategies of starting and developing churches. Students will also learn vision casting, creative leadership styles, relevant tools, effective strategies, and resources necessary for planting and developing healthy congregations. 3 credit hours.

### **DSMS 302 URBAN MISSIOLOGY**

This course will enable students to understand the unique challenges and mission opportunities in an urban setting. Students will learn about the profound impact of global urbanization throughout the world and explore how one can make an impact in these areas. 3 credit hours.

### **DSMS 303 CULTURAL ANTHROPOLOGY**

This course will introduce students to some of the basic practical cultural anthropological concepts. This knowledge will be used to understand how cultures impact religious expressions and address how to relate the gospel to persons from cultural backgrounds other than their own. 3 credit hours.

### **DSMS 304 JESUS IN A GLOBAL PERSPECTIVE**

This course will provide a view of Jesus from the perspective of the major world religions and from the perspective of Two-Thirds World Christian writers. The course will be a seminar. 3 credit hours.

### **DSMS 305 DIASPORA STUDIES**

This course will introduce students to the phenomenon of people's mobility within and outside their homelands. Students will learn the theoretical foundations and practical approaches to diaspora communities; discover the determinant factors behind people's geographic and demographic mobility; study the trends in international migration; and identify some of the challenges and missional opportunities of people on the move. 3 credit hours.

### **DSMS 310 MISSION IN BIBLICAL-THEOLOGICAL PERSPECTIVES**

This course is an introduction to the foundation, nature, components, tasks, and strategies of mission and evangelization in the Bible. Students will also examine the various theological approaches to understanding God's redemptive plan and work as revealed in the Old and New Testaments. 3 credit hours.

### **DSMS 311 MISSION IN HISTORICAL PERSPECTIVES**

This course is a survey of Christian mission and evangelization, its beginnings and development, including the major forces, personalities and circumstances that contributed to its expansion, and how it was understood and practiced throughout the history of the church. 3 credit hours.

### **DSMS 312 MISSION IN CONTEMPORARY PERSPECTIVES**

This course will enable students to identify, understand, and evaluate trends and issues that impact the contemporary practice of Christian mission and evangelization. Students will also examine the current debates on theologies of mission within the Roman Catholic, the Conciliar, and the Evangelical traditions. 3 credit hours.

### **DSMS 400 MISSION IMMERSION EXPERIENCE**

This course will provide students with a significant cross-cultural experience that helps them understand the challenges in cross-cultural ministry. Students may take this course as an elective or students can meet the core Mission and Evangelization course requirement. Mission Immersion Experiences must be developed with the Missiology professor. 3 credit hours.

### **DSMS 401 SELECTED TOPICS IN MISSIOLOGY**

A practical, historical, theological, or cross-cultural study of a particular issue/challenge related to the vocation of Missiology. May be repeated if course content is different. 3 credit hours.

### **DSNT 100 INTRODUCTION TO THE NEW TESTAMENT I**

A study of the background, history, literary genre, and theology of the canonical Gospels beginning with the inter-biblical period. 3 credit hours.

### **DSNT 101 INTRODUCTION TO THE NEW TESTAMENT II**

A study of the background, history, literary genre, and theology of the Book of Acts, the Letters of Paul, the General Letters, and Revelation. 3 credit hours.

### **DSNT 201 MATTHEW**

An exegetical and theological study of the Gospel of Matthew, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 202 MARK**

An exegetical and theological study of the Gospel of Mark, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 206 1 CORINTHIANS**

An exegetical and theological study of 1 Corinthians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 209 GALATIANS**

An exegetical and theological study of Galatians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 210 EPHESIANS**

An exegetical and theological study of Ephesians, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 220 JAMES**

An exegetical and theological study of James, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 306 ROMANS**

An exegetical and theological study of Romans, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

### **DSNT 310 REVELATION**

An exegetical and theological study of the Apocalypse, focusing primarily on the writing's cultural setting, literary features, and distinctive contributions to New Testament theology. Attention will also be given to the development of hermeneutical tools necessary for the interpretation and exposition of the writing. 3 credit hours.

#### **DSNT 401 SELECTED TOPICS IN NEW TESTAMENT**

An exegetical historical, or theological study of a particular New Testament writing, author, literary tradition, or theme. May be repeated if course content is different. 3 credit hours.

#### **DSNT 404 THE THEOLOGY OF MARK**

A literary and theological study of the major themes and emphases employed by the author of Mark. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 405 THE THEOLOGY OF LUKE-ACTS**

A literary and theological study of the major themes and emphases employed by the author of Luke-Acts. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 406 NEW TESTAMENT SOTERIOLOGY**

A study of the various models employed by New Testament writers to understand and to articulate the significance of the death of Jesus. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 407 STUDIES IN PAULINE THEOLOGY**

A study of the various theological motifs, themes, and emphases of the Apostle Paul as expressed in his epistles. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 408 STUDIES IN JOHANNINE THEOLOGY**

A study of the theological emphases of the various Johannine communities as reflected in their writings in the New Testament. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 409 THE JEWISH-CHRISTIAN WRITINGS OF THE NEW TESTAMENT**

A study of those New Testament texts that reflect early Jewish Christianity, particularly as represented in the general epistles. Attention will also be given to the role of ancient Jewish Christianity in the process of canonization, the formation of Christian doctrine, and the challenges of orthodoxy and heterodoxy in the second century. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 412 THE PARABLES OF JESUS**

An advanced study of the parables of Jesus, including an examination of the distinctive elements of the parable as oral form, a review of the history of parable interpretation, a detailed analysis of the parables in the gospels, and a consideration of the challenges for preaching the parables today. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSNT 414 BIBLICAL HERMENEUTICS**

A Study of Classical and contemporary approaches to the interpretation of scripture, including an analysis of how these methods of interpretation inform the development of various models of Christian theology and practice. Prerequisite: Introduction to New Testament I and II. 3 credit hours.

#### **DSOT 100 INTRODUCTION TO THE OLD TESTAMENT I**

An introductory survey of the Pentateuch and historical books of the Old Testament with attention to background, history, contents, and major themes. 3 credit hours.

#### **DSOT 101 INTRODUCTION TO THE OLD TESTAMENT II**

An introductory survey of the prophets and writings in the Old Testament with attention to background, history, contents, and major themes. 3 credit hours.

#### **DSOT 200 GENESIS**

A study of the English text of Genesis, with attention given to its composition, historical background, theological content, and hermeneutical application. 3 credit hours.

#### **DSOT 203 THE DEUTERONOMISTIC HISTORY**

A study of the English texts of Joshua - 2 Kings, with special attention to the role of historiography in the Old Testament canon. Historical issues will be addressed as well as the way the "history" of Israel in these texts is given interpretive force in the life of the community. 3 credit hours.

#### **DSOT 205 ISAIAH**

A study of the English text of Isaiah, with attention given to its composition, historical background, theological content, and hermeneutical application. 3 credit hours.

#### **DSOT 206 JEREMIAH**

A study of the English text of Jeremiah. The course will examine the thematic units of the book as well as the theological and hermeneutical application of its message. 3 credit hours.

#### **DSOT 308 AMOS AND HOSEA**

A study of the English texts of Amos and Hosea, with attention to composition, historical background, theological content, and hermeneutical application. 3 credit hours.

#### **DSOT 400 OLD TESTAMENT THEOLOGY**

The general purpose of this course is to provide a basic introduction to Old Testament Theology. The course will explore how theological discourse occurs when guided by the Old Testament text itself. The study will be historical and exegetical at the primary level. The exegetical work will be done with the assumption that exegesis is not complete until it is moved beyond the historical into relevant concerns of the church and the world. The enhancement of the ability to interpret and use Old Testament texts in ways that are theologically meaningful for the contemporary church is a major objective. Prerequisite: DSOT 100 and DSOT 101 or their equivalent. 3 credit hours.

#### **DSOT 401 SELECTED TOPICS IN OLD TESTAMENT**

An exegetical, historical, or theological study of a particular Old Testament writing, author, literary tradition, or theme. May be repeated if course content is different. 3 credit hours.

#### **DSOT 404 OLD TESTAMENT APOCALYPTIC**

The course explores the development of apocalyptic writings in the context of the Old Testament canon. Attention is given to the foundational aspects of the Old Testament message which give rise to apocalyptic. Major focus is given to the body of texts which are generally identified with Old Testament apocalyptic literature. One aspect of the course will focus attention upon the origins of

messianic thought as a related feature to Old Testament apocalyptic literature. Prerequisite: DSOT 100 and DSOT 101 or their equivalent. 3 credit hours.

#### **DSOT 405 THE WISDOM LITERATURE AND PSALMS**

This course is a study of the wisdom texts that are a part of the canon of the Old Testament and the book of Psalms. The course includes a brief introduction to ancient Near Eastern writings with special attention to the texts that share features with biblical wisdom literature and psalms. The major focus of the course is a theological and hermeneutical exploration of the biblical books of Proverbs, Job, Ecclesiastes (Qoheleth) and Psalms. Prerequisite: DSOT 100 and DSOT 101 or their equivalent. 3 credit hours.

#### **DSOT 410 THE PROBLEM OF EVIL IN THE BIBLICAL WORLD**

Through a survey of the Old Testament as it comments on the problem of evil, this course surveys the variety of ways in which ancient Near Eastern folk, specifically the ancient Israelites, defended the justice of God in light of human suffering. The course will give select attention to other ancient Near Eastern texts and the New Testament as well. Prerequisite: DSOT 100 and DSOT 101 or their equivalent. 3 credit hours.

#### **DSPC 100 INTRODUCTION TO PASTORAL CARE AND COUNSELING**

An introduction to the ministry of pastoral care and counseling. The course will explore the biblical, theological, and historical roots of spiritual care, examining contemporary trends and theories. Guided exercises will facilitate development of basic helping skills for ministry. 3 credit hours.

#### **DSPC 105 MINISTERING TO THE CHEMICALLY DEPENDENT AND THEIR FAMILIES**

A study of the dynamics of chemical dependency and how it affects the family, the church, and other community groupings. The course includes an introduction to and practice of skills useful in working with the chemically dependent and their families. 3 credit hours.

#### **DSPC 110 PASTORAL THEOLOGY**

An attempt "to grasp the complexities of lived faith" while searching for theological understanding in the midst of life. Exploring the interface between theology, the behavioral/social sciences, and human experience, a framework for pastoral care and counseling will be suggested based on a foundation of a heuristic pastoral theology. 3 credit hours.

#### **DSPC 115 PASTORAL CARE OF FAMILIES**

An overview of the diverse contexts of the family from theological and systems perspectives, the course will explore healthy and dysfunctional aspects of being family in biblical, historical, and contemporary contexts. 3 credit hours.

#### **DSPC 120 PASTORAL CARE TO PERSONS IN CRISIS**

Attention is given to developing intentional pastoral strategies for persons in crisis. The course will address psychological and theological resources for common life traumas such as accidents, disasters, broken relationships, addictions, and physical/mental illness. 3 credit hours.

#### **DSPC 125 GRIEF, LOSS, DEATH, AND DYING**

An examination of the mourning process in the context of various losses. Exploring multifaceted "faces" of grief, strategies for intervention will be suggested for pastor and congregation. 3 credit hours.

#### **DSPC 200 CLINICAL PASTORAL EDUCATION**

Training in pastoral care under supervision in an off-campus clinical setting whose program is accredited by the Association for Clinical Pastoral Education. (1/2 unit = 3 hours; 1 unit = 6 hours) Prerequisite: DSPC 100 Introduction to Pastoral Care and Counseling and Faculty Approval. 3 or 6 credit hours.

#### **DSPC 201 CLINICAL PASTORAL EDUCATION IN THE PARISH**

A supervised training designed to equip pastoral caregivers to strengthen pastoral and leadership skills and creatively facilitate the different dynamics of pastoral ministry. The focus is an in-depth study, reflection & application of Family Systems Theory, as a tool in Pastoral Care. This course is not designed for persons whose vocational goal is chaplaincy or other clinical setting, but is specifically focused on ministry in a parish setting. Prerequisite: DSPC 100 and Faculty Approval. 6 credit hours.

#### **DSPC 204 INTERPERSONAL RELATIONSHIPS IN MINISTRY**

An approach to the dynamics of the intrinsic cognitive, behavioral and emotional responses of the individual and the group in relation to one's self, environment and others. 3 credit hours.

#### **DSPC 225 THE MINISTRY OF MARRIAGE AND FAMILY ENRICHMENT**

The course will prepare the student to develop and lead marriage and family enrichment retreats. Not a course in marital and family therapy, this course will address the "pressure points" of marriage/family, suggesting exercises and experiences which will facilitate healthy family life in church and community. 3 credit hours.

#### **DSPC 250 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE**

A study of religious behavior utilizing insights from theology, philosophy, and the behavioral/social sciences. As "the study of the soul," pastoral psychology explores religious issues of concern to both pastor and psychologist, such as motivation, faith, doubt, conversion and change, mysticism, guilt/shame, healing, vocation, etc. This course examines historical and contemporary scientific approaches (such as neuropsychology) that may help the minister understand religious experiences. 3 credit hours.

#### **DSPC 255 HUMAN BEHAVIOR AND PATHOLOGY/ ADDICTION**

This course will explore various aberrations of human behavior and pathology with attention given to theological understanding of "sin and sickness," as well as assessment, interventions and referral protocol. This course is for the advanced student in pastoral care and counseling. 3 credit hours.



### **DSPC 280 CONFLICT MINISTRY IN CHURCH AND COMMUNITY**

Exploring various dimensions of conflict including intrapersonal, interpersonal, and systemic conflict, this course will examine intervention strategies for attempting to prevent and manage conflict. The theological concepts of alienation and reconciliation, as well as psychological and sociological dimensions, provide a framework for understanding and addressing conflict. 3 credit hours.

### **DSPC 290 PASTORAL CARE AND LEADERSHIP IN THE AFRICAN AMERICAN CHURCH**

This course examines the uniqueness of the African American churches (across denominational lines) in terms of congregational expectations and the unique skills needed for leadership and care. 3 credit hours.

### **DSPC 400 PASTORAL CARE AND COUNSELING PRACTICUM**

Supervised practice of ministry in approved settings under an approved supervisor. Each practicum involves 400 hours of ministry with clinical reflection and peer interaction. Prerequisite: DSPC100 and approval of the professor. 3 credit hours.

### **DSPC 401 SELECTED TOPICS IN PASTORAL CARE AND COUNSELING**

A clinical and theological study of a particular issue/challenge related to the vocation of Pastoral Care and Counseling. May be repeated if course content is different. 3 credit hours.

### **DSPC 405 HEALTH AND SPIRITUALITY**

An exploration of human health and healing in relation to the Christian concept of salvation, with attention to personal wellness, historical and theological perspectives, and implications for ministry. 3 credit hours.

### **DSPC 411 PASTORAL CARE THROUGH THE LIFE CYCLE**

A survey of basic concepts in the life cycle from the perspectives of theology and the behavioral/social sciences. An examination of the stages and tasks common to all persons throughout the life cycle will provide a framework for exploring ministry opportunities of the church. 3 credit hours.

### **DSPH 100 PHILOSOPHY OF RELIGION**

This course treats the perennial questions of philosophy as they pertain to theological inquiry including the nature of religious experience, the rationality of religious belief, and arguments for and against the existence of God. Additionally, the course includes a research component which allows students to engage critically such questions as the problem of religious language, the compatibility of religion and science, and the problem of religious diversity. 3 credit hours.

### **DSSF 100 INTRODUCTION TO THEOLOGICAL EDUCATION FOR MINISTRY**

A study of the nature of Christian ministry both in terms of biblical sources and historical/theological models. An orientation to theological education will be provided including an overview of the theological curriculum; issues in spiritual formation, including call;

and an introduction to theological reflection and research. Chapel and Formations are requirements for this course. 3 credit hours.

### **DSSF 200 SPIRITUAL FORMATION: THE CHRISTIAN JOURNEY**

A study of Christian spirituality in its biblical, historical, contemporary, contemplative and relational expressions accompanied by an exploration of the nature of human relationship with God, fellow human beings and the world. Chapel and Formations are requirements for this course. 3 credit hours.

### **DSSF 201 READINGS IN SPIRITUAL CLASSICS**

The reading and analysis of selected voices from A.D.100-Present. Attention is given to the historical and theological contexts of these selected voices. Prerequisite: Spiritual Formation: Introduction to Theological Education, and Spiritual Formation: The Christian Journey. 3 credit hours.

### **DSSF 202 CREATING CHRISTIAN EDUCATION AND FORMATION CURRICULA**

An exploration of the organizing principle and actual production of curriculum resources for Bible teaching, camps, spiritual formation retreats, or any other formative event related to the overall curricula of the church. Prerequisite: Spiritual Formation: The Christian Journey, and 3 hours of biblical studies or 3 hours of theology. 3 credit hours.

### **DSSF 300 THE THEORY AND PRACTICE OF MINISTRY**

Students, while engaged in the practice of ministry, will reflect theologically on theory and practice, the correlation of the various theological disciplines, the nature of ministry, and themselves as ministers. The final component of the course will be an assessment interview in which selected members of the faculty and representatives from the ministry setting will review with the student his/her written, personal assessment of strengths and weaknesses in ministry. Prerequisite: An approved ministry placement and successful completion of Introduction to Theological Education for Ministry, Old Testament I and II, New Testament I and II, Christian History I and II, Christian Theology I, Spiritual Formation: The Christian Journey. Chapel and Formations are requirements for this course. 3 credit hours.

### **DSSF 301 CAPSTONE SEMINAR**

A continuation of The Theory and Practice of Ministry (DSSF300). Ministry reflection will be focused on Self-Awareness, Interpersonal Relationships, Articulation and Integration of Theology and Ministry, and Professional/pastoral Identity and Skill Development. At the conclusion of the seminar, the student will complete a capstone conference which will include an evaluation of the student portfolio and reflection upon progress relative to the strengths and weaknesses identified in The Theory and Practice of Ministry (DSSF300). Prerequisite: An approved ministry placement and successful completion of The Theory and Practice of Ministry (DSSF300). Chapel and Formations are requirements for this course. 3 credit hours.

### **DSTH 200 INTRODUCTION TO CHRISTIAN THEOLOGY I**

In this course students will be introduced to one-half of the biblical foundations for the historical and philosophical development of the systematic theology of the Christian church. Attention will be concentrated on the classical doctrines of the Christian faith. When appropriate, Baptist contributions will be highlighted. 3 credit hours.

### **DSTH 201 INTRODUCTION TO CHRISTIAN THEOLOGY II**

This course is a continuation of Introduction to Christian Theology I. 3 credit hours.

### **DSTH 300 WOMEN IN MINISTRY**

A survey of the biblical, theological, and sociological concepts of women and their roles in society and the Church. Emphasis will be given to the understanding of God's call to ministry and ways for developing the ministry to which one is called. 3 credit hours.

### **DSTH 301 THE CROSS**

The course will be an examination of the biblical material that has been used to interpret the cross, not only that found in the New Testament, but also the sacrificial system of the Old Testament and the Suffering Servant passages. Particular emphasis will be given to the concept of sin-bearing, asking what sin-bearing may have meant during the time of the New Testament and how the concept has been understood throughout Christian history. 3 credit hours.

### **DSTH 401 SELECTED TOPICS IN CHRISTIAN THEOLOGY**

A biblical, historical, or theological study of a particular Christian doctrine, theological tradition, or institution. May be repeated if course content is different. 3 credit hours.

### **DSTT 400 STUDY TOUR OF ISRAEL AND THE MIDDLE EAST**

A guided study tour of Israel and the Middle East with emphasis upon the historical, geographical, archaeological, and biblical orientation of each site. 3 credit hours.

### **DSTT 410 STUDY TOUR OF GREECE AND TURKEY**

A guided study tour of Greece and Turkey with an emphasis upon the historical, geographical, archaeological, cultural, and biblical orientation of each site. 3 credit hours.

# DIRECTORY AND APPENDICES

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Fred A. Flowers, J.D., Attorney  
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## BOARD OF TRUSTEES

### **TERMS EXPIRING DECEMBER 31, 2015**

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R. Alton Cadenhead, Charlotte, NC  
Grady S. Duncan, Belmont, NC  
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Steve M. Simpson, '71, Raleigh, NC  
Stanley W. Spence, '06, D.Min., Lincolnton, NC  
Lisa C. Tucker, '81, Concord, NC  
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### **TERMS EXPIRING DECEMBER 31, 2016**

Wes W. Barkley, Hickory, NC  
David C. Brinkley, Kings Mountain, NC  
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Max J. Hamrick, Boiling Springs, NC  
Carole Roberts-Carvajal, Forest, VA  
Tony Tench, Shelby, NC  
Philip E. Turner, Shelby, NC  
Thomas L. Warren, Hickory, NC  
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### **TERMS EXPIRING DECEMBER 31, 2017**

W. Thomas Bell, '71, Marietta, GA  
William K. Gary, Mt. Holly, NC  
Ronald W. Hawkins, '55, Cornelius, NC  
Ryan D. Hendley, '71, Greenville, SC  
William W. Leathers, III, STD, Winston-Salem, NC  
Sam H. McMahon, Jr., Charlotte, NC  
Thomas E. Philson, Charlotte, NC  
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### **TERMS EXPIRING DECEMBER 31, 2018**

Franklin W. Beam, Shelby, NC  
Ronald R. Beane, Lenoir, NC  
George R. Gilliam, College Park, GA

C. Lorance Henderson, '79, L.H.D., Morganton, NC  
J Jackson Hunt, L.H.D., Lattimore, NC  
James E. Robbins, Forest City, NC  
David W. Royster, III, Shelby, NC  
Wade R. Shepherd, '03, L.H.D., Hickory, NC  
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Anthony N. Strange, '83, Henrico, VA  
Don L. Yelton, Shelby, NC  
Robert W. Yelton, Shelby, NC

### **IMMEDIATE PAST CHAIR**

C. Neal Alexander, Jr., '84, L.H.D.

## UNDERGRADUATE FACULTY 2015-2016

Janah R. Adams, 2011, Instructor of English Composition  
A.A. Lenoir Community College; B.A., M.A., East Carolina University

Elizabeth S. Amato, 2014, Assistant Professor of Political Science,  
B.A., Berry College; M.A., Ph.D., Baylor University

Tracy Arnold, 2010, Assistant Professor of Nursing; B.S.N. Licensure  
and Program Coordinator, A.D.N, B.S.N., M.S.N., D.N.P., Gardner-  
Webb University

Ken Baker, 1999, Professor of Physical Education; Chair,  
Department of Health, Sport, and Physical Education, B.A., Central  
Wesleyan College; M.A., Furman University; Ph.D., University of  
Georgia

Robert J. Bass, 1995, Professor of Mathematics; B.S., University of  
North Carolina at Charlotte; M.S., Ph.D., University of North  
Carolina at Chapel Hill

Laurie E. Baumgardner, 2010, Instructor; Acquisitions Librarian,  
B.S., University of Wisconsin at Oshkosh; M.L.I.S., George Peabody  
College at Vanderbilt University

Susan C. Bell, 1986, Professor of Art; B.A., Mary Baldwin College;  
M.A., Presbyterian School of Christian Education; M.A., University  
of South Carolina

Donald L. Berry, 1999, Professor of Religious Studies; Director of  
Global Missions Center, B.A., University of Kentucky; M.Div., Ph.D.,  
The Southern Baptist Theological Seminary; Additional Studies:  
University of Louisville, University of Chicago

Natalie Edwards Bishop, 2007, Instructor; Instruction Librarian;  
University Archivist, B.A., Wingate University; M.L.I.S., University  
of North Carolina at Greensboro

Kent B. Blevins, 1998, Professor of Religious Studies; B.A., Wake  
Forest University; M.Div., Ph.D., The Southern Baptist Theological  
Seminary; Additional Study: The Catholic University of America

A. Frank Bonner, 1987, Professor of English; President, B.A.,  
Furman University; M.A., University of Georgia; Ph.D., University  
of North Carolina at Chapel Hill

- I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems, B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University; Additional Study: George Washington University
- Nancy R. Bottoms, 2005, Associate Professor of English/Art; B.A., Emory University; M.A., Gardner-Webb University; Ph.D., The Union Institute and University
- Kelly D. Brame, 1999, Instructor of Physical Education; Coordinator of Leadership and Volunteerism, B.A., University of North Carolina at Greensboro; M.Div., Southeastern Baptist Theological Seminary
- Amanda W. Bridges, 2008, Assistant Professor of Communication Studies, B.S., M.A., Appalachian State University; Ed.D., Gardner-Webb University
- Benjamin C. Brooks, 2003, Professor of Chemistry; Chair, Department of Natural Sciences, B.S., Clemson University; Ph.D., University of Virginia
- Claude Douglas Bryan, 2002, Professor of Religious Studies; Associate Provost for Academic Development, B.A., Furman University; B.S., Howard Payne University; M.A.R.E., G.S.R.E., Ph.D., Southwestern Baptist Theological Seminary
- Jennifer J. Buckner, 2007, Assistant Professor of English; Composition Studies Coordinator; Director of University Writing Center, B.A., M.A., University of North Carolina at Charlotte; Ph.D., Old Dominion University
- Charles S. Burch, 1997, Assistant Professor of Physical Education; Vice President for Athletics; B.A., Gardner-Webb University; M.S., Eastern Kentucky University
- Frances Bailey Burch, 2001, Professor of Health Education; Associate Provost for Professional and Graduate Studies; B.S., Lock Haven University, PA; M.A., Eastern Kentucky University; Ph.D., The University of Virginia
- Joseph Caldwell, 2014, Assistant Professor of Ministry Studies; Director of the Accelerated Pastoral Ministry Program in the Department of Religious Studies and Philosophy, and the School of Divinity; B.A., University of South Carolina; M.Div., Golden Gate Baptist Theological Seminary; Th.M., Golden Gate Baptist Theological Seminary; D.Min., Fuller Theological Seminary
- Sue C. Camp, 1976, Professor of Business Administration; B.S., Gardner-Webb University; M.A.T., Winthrop University; Additional Study: University of South Carolina; Ed.D., University of Tennessee at Knoxville
- David C. Campbell, 2012, Assistant Professor of Geology; B.S., Davidson College; M.S., Ph.D., University of North Carolina at Chapel Hill
- Robert J. Carey, 1997, Associate Professor of Communication Studies; Chair, Department of Communication & New Media; B.A., University of Washington, Seattle; M.A., University of Memphis; Ph.D., Regent University
- Janie M. Carlton, 1982, Professor of Nursing, B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University
- David M. Carscaddon, 1990, Professor of Psychology; Dean, School of Psychology and Counseling, B.A., University of North Carolina at Asheville; M.A., Morehead State University; Ph.D., University of South Carolina
- Paula A. Casper, 2005, Assistant Professor of Art; B.S., Appalachian State University; B.F.A., The University of North Carolina at Greensboro; M.F.A., East Tennessee State University
- Gayle L. Casterline, 2014, Associate Professor, Hunt School of Nursing; B.S.N., University of Pittsburgh; M.S.N., University of Pittsburgh; Ph.D., Loyola University, Chicago, IL
- Donald W. Caudill, 2008, Professor of Marketing, B.S., Berea College; M.B.A., Morehead State University; M.S. in Marketing, Memphis State University; Ph.D., Virginia Polytechnic Institute and State University
- Cathleen J. Ciesielski, 2008, Associate Professor of Biology; B.S., Millikin University; Ph.D., Loyola University
- Kelly Clark, 2010, Assistant Professor of Education; Chair, Director of Undergraduate Studies/TEC, Chair of Middle Grades Education, Alternative Licensure, B.S., East Carolina University; M.A., Ed.D., Gardner-Webb University
- J. Benjamin Coates, 2008, Assistant Professor of Spanish; B.A., Clemson University; M.A., University of Northern Iowa; M.Ed., Converse College; Ph.D., Universidad Nacional de Educacion a Distancia (Madrid, Spain)
- Mark R. Cole, 2011, Assistant Professor of Music Education; B.M., University of Central Florida; M.M., Florida State University; Ph.D., University of South Florida
- Joseph W. Collins, 2005, Associate Professor of Religious Studies; B.S., M.A., East Carolina University; M.Div., Southeastern Baptist Theological Seminary; Ed.D., North Carolina State University
- Barbara G. Cox, 2004, Associate Professor of Criminal Justice, Associate Provost for Adult and Distance Education, A.A., Western Piedmont Community College; B.S., Gardner-Webb University; M.P.A., Appalachian State University; Ph.D., University of North Carolina at Charlotte
- Tamara A. Cox, 1995, Professor of French, B.A., M.A., University of Mississippi; Ph. D., University of North Carolina at Chapel Hill
- Sharon Creed-Hall, 2011, Instructor of Nursing, A.S.N., Patrick Henry Community College; B.S.N., Gardner-Webb University; M.S.N., Indiana Wesleyan University
- Mona Czarnecki, 1998, Instructor, Associate Dean of Libraries, B.S., University of North Carolina at Chapel Hill; M.L.I.S., University of North Carolina at Greensboro



- Christopher V. Davis, 2001, Professor of English, B.A., High Point University; M.A., Ph.D., Florida State University
- Ghassan A. Dib, 2008-2012, 2014, Instructor in Accounting, B.A., University of Holy Spirit, M.Acc., Gardner-Webb University; M.B.A., University of North Carolina, Charlotte: CPA
- Cheryl A. Duffus, 2007, Associate Professor of English, B.A., Hollins University; M.F.A., Emerson College; Ph.D., University of Mississippi
- Matthew Duffus, 2015, B.A., Valparaiso University; M.A., University of Mississippi; M.F.A., University of Minnesota
- Stefka G. Nikolova Eddins, 2001, Professor of Chemistry; M.S., Sofia University, Bulgaria; M.S., Ph.D., University of South Carolina
- Donna S. Ellington, 1988, Professor of History, B.A., M.A., Appalachian State University; Ph.D., Duke University
- Paul J. Etter, 2001, Professor of Music; Chair, Department of Music, B.M., Southwest Baptist University; M.M., Southwestern Baptist Theological Seminary; Ph.D., Texas Tech University
- Willie C. Fleming, 2006, Professor of Psychology and Counseling; Coordinator of the Charlotte Mental Health Counseling Programs, B.S., M.A., Appalachian State University; Ph.D., University of South Carolina
- Abby E. Garlock, 2012, Assistant Professor of Nursing; A.D.N., Foothills Nursing Consortium; B.S.N., Winston-Salem State; M.S.N., Gardner-Webb University; D.N.P., Gardner-Webb University
- Sheldon L. Gathers, 2014, Charlotte Operations Manager, Instructor in Business, B.S.B.A., North Carolina Central University; M.B.A., California State University
- Gerald G. Gilsdorf, 2010, Associate Professor of Sport Management; B.A., Judson College; M.S., University of Illinois at Chicago; Ed.D., United States Sports Academy
- Earl H. Godfrey, Jr., 1992, Professor of Accounting, B.S., University of South Carolina; M.B.A., Winthrop University; D.B.A., Nova University
- Jasmine Graham, 2013, Assistant Professor, Psychology and Counseling, B.S., East Carolina University; M.A., Appalachian State University; Ph.D., Virginia Polytechnic Institute and State University
- R. Van Graham, 1999-2002, 2005, Associate Professor of Business Law and Management; Associate Dean, Godbold School of Business, Coordinator of Business Programs, Degree Completion Program, B.A., Asbury College; J.D., Baylor University
- David John Granniss, 2012, Assistant Professor of Exercise Science B.S., The Kings College, M.L.A., Dallas Baptist University, Ph.D., Springfield College
- Linda Carol Greene, 2001, Professor of Psychology, B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University
- Steven Russell Gribble, 2015, Instructor of American Sign Language, B.A., Gardner-Webb University; M.A., Gallaudet University
- Jeff Hamilton, 2013, Assistant Professor/Education Assessment Coordinator, B.A., Campbell University; M.S.A., University of North Carolina at Charlotte; Ed.D., University of North Carolina at Greensboro
- Anna S. Hamrick, 2013, Assistant Professor of Nursing; MSN - Family Nurse Practitioner, Program Director, A.D.N., B.S.N., Gardner-Webb University; M.S.N., F.N.P., Western Carolina University; D.N.P., University of Minnesota
- Jondra A. Harmon, 2012, Instructor of Music, B.A., Gardner-Webb University; M.M. Peabody Conservatory of the John Hopkins University
- Jeffrey M. Hartman, 2005, Associate Professor of Exercise Science B.A., Bloomsburg University; M.Ed., The University of Virginia; Ph.D. The University of Virginia.
- Shana V. Hartman, 2007, Associate Professor of English, B.S., East Carolina University; M.A., Ph.D., University of North Carolina at Charlotte
- Mary J. High, 2000, Associate Professor of American Sign Language, Director of the ASL Program, B.A., Mars Hill College; M.Div., Th.M., Ph.D., The Southern Baptist Theological Seminary
- T. Perry Hildreth, 2006, Professor of Philosophy; Chair of the Faculty, B.A., Gardner-Webb University; M.A., M.Div, Southwestern Baptist Theological Seminary; Ph.D., The Southern Baptist Theological Seminary
- June H. Hobbs, 1994, Professor of English; Director, Undergraduate Research, B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma
- Tammy Campbell Hoyle, 1990, Assistant Professor in Mathematics; Chair, Department of Mathematical Sciences, B.S., Gardner-Webb University; M.A., Wake Forest University
- Heather Hudson, 2009, Assistant Professor of Athletic Training; ATP Director; Dean, School of Preventive and Rehabilitative Health Science B.S., Mars Hill College; M.S., Texas A&M University; Ed.D., Gardner-Webb University
- Timothy Hudson, 2013, Assistant Professor of Music, B.M., University of North Carolina at Greensboro; M.M., New England Conservatory of Music; Ph.D., Indiana University
- Delores M. Hunt, 1978-80; 1982, Professor of Physical Education; Vice President of Student Development, B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University
- Tracy C. Jessup, 1994, Assistant Professor of Religion; Vice President for Christian Life and Service, B.A., Gardner-Webb University; M.Div., Samford University; Ph.D, University of Nebraska - Lincoln

- James C. Johnson, 1990, Assistant Professor of Mathematics, B.A., Furman University; M.A.T., University of South Carolina
- Steven G. Johnson, 2005, Associate Professor of Business Administration, B.S., Northwestern Louisiana State University; Ph.D., Louisiana Tech University
- Kevin T. Jones, 1986, Assistant Professor of Athletic Training; Director of Athletic Training, B.A., Lenoir-Rhyne College; M.A., Gardner-Webb University
- Thomas H. Jones, 1982, Professor of Biology; Associate Dean of the Honors Program, B.S., Methodist College, Fayetteville; M.S., Ph.D., North Carolina State University
- David N. Judge, 2001, Professor of Biology, B.S., Radford University; B.S., Mt. Olive College; M.S., Ph.D., Virginia Polytechnic Institute and State University
- John M. Karriker, 2005, Assistant Professor of Science; Associate Dean and Regional Director, B.A., Catawba College; Ph.D., University of South Carolina
- Rachel Keever, 2014, Co-Medical Director, Associate Professor in the Physician Assistant Studies Program, B.S., North Carolina State University; M.D., University of North Carolina School of Medicine Residency, University of North Carolina School of Medicine; Clinical Fellow, University of North Carolina School of Medicine
- SungJae F. Kim, 2012, Assistant Professor of Finance, B.A., Seoul National University; M.S., Cornell University, Ph.D., Louisiana State University
- J. Douglas Knotts, 1999, Professor of Art; Chair, Department of Art B.F.A., Western Carolina University; B.S., Auburn University; M.F.A., East Carolina University
- Michael T. Kuchinsky, 2006, Associate Professor of Political Science B.A., Wittenburg University; M.Div., Lutheran School of Theology at Chicago; M.A., University of Richmond; Ph.D., University of South Carolina
- Janet S. Land, 1994, Professor of English; Director, Center for Excellence in Teaching and Learning, B.S., University of North Carolina at Greensboro; M.A., East Carolina University; Ph.D., University of South Carolina
- H. James Lawrence, 2001, Professor of Communication Studies & New Media, B.A., Pfeiffer University; M.Div., Duke University; M.A., California State University at Northridge; Ph.D., Florida State University
- Deidre C. Ledbetter, 1997, Instructor in Business Administration; Assistant Vice President for Technology Services, A.A.S., Isothermal Community College; B.S., Appalachian State University; M.B.A., Gardner-Webb University
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## SCHOOL OF PREVENTIVE AND REHABILITATIVE HEALTH SCIENCES

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Surry Center - Surry Community College, Dobson  
Wilkes Center - Wilkes Community College, North Wilkesboro  
Catawba Center - Catawba Valley Community College, Hickory  
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C. Scot Hull, A.A., B.A., Network Technician  
Jonathan Jackson, Network Technician  
Deidre C. Ledbetter, A.A.S., B.S., M.B.A., Assistant Vice  
President for Technology Services  
Cindy Moore, A.A., Operations Coordinator  
Steven J. Peeler, B.A., Programmer/Analyst  
Emily G. Robertson, B.A., M.A., Educational  
Technology Coordinator  
Troy Sanders, A.A.S., PC/Network Technician  
Michael T. Schau, A.S., B.B.A., M.B.A., Business Analyst  
Keith Thomas, A.A., PC/Multimedia Support Technician

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Patrick W. Wagner, B.A., Vice President for Advancement  
M. Lynn Hicks, Administrative Assistant to the Vice President  
for Advancement  
Mary Beth Martin, B.A., M.B.A., Major Gift Officer  
Sarah F. Davis, B.A., M.A., Major Gift Officer  
J. Michelle Elmore, B.A., Director of Prospect Research  
Pamela Baxter, Assistant Vice President for Advancement,  
Foundations & Planned Giving  
Aaron Hinton, B.A., Director of Church Relations and Christian  
Service Organization  
Will Mabry, B.S., Director of Bulldog Club  
Logan Simpson, B.A., Assistant Director of Bulldog Club  
Leah Clevenger, B.A., M.Div., Director of Alumni Relations  
Brooke Fortner, B.S., Assistant Director of Alumni Relations  
Sara L. McCall, B.A. M.B.A., M.B.A. +, Director of Annual Fund  
Rebecca Robbins, Associate Director of Advancement Services

## **ENROLLMENT MANAGEMENT AND MARKETING**

David Hawsey, B.S., M.B.A., Vice President for Enrollment  
Management and Marketing  
Lisa Clary, A.A.S., Administrative Assistant to the Vice  
President for Enrollment Management and Marketing  
Anna Rippy, A.A.S., B.S., M.B.A., M.B.A. Plus Certification,  
Enrollment Management Systems Support

## **DEGREE COMPLETION PROGRAM**

Sandy Bailes, B.S., Director of Degree Completion  
Enrollment Management  
Keith Rhodes, B.S., Associate Director of Admissions

Chris Newcomb, B.A., M.Div., Associate Director of Degree  
Completion Program  
Freida Phillips, A.A.S., Data Systems Specialist  
Megan Pope, B.S., Enrollment Counselor  
Audrey Sloan, B.A., Enrollment Coordinator  
Shay Sistare, B.S., Enrollment Counselor

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Undergraduate Admissions  
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Kristen L. Poarch, B.S., M.B.A., Assistant Director of  
Transfer Students  
Jeremiah Lokken, A.A., B.A., Senior Admissions Counselor  
Brad Gilbert, B.B.A., Senior Admissions Counselor  
Meghan Kitten, B.A., Senior Admissions Counselor  
Yuliya Rigg, B.A., Senior Admissions Counselor  
Meagan McMillian, B.A., Senior Admissions Counselor  
Wes Cogdill, B.S., Admissions Counselor  
Tabatha Coker, B.S., M.Div., Admissions Counselor  
Collin Helms, B.A., Admissions Counselor  
Justin Loy, B.S., Admissions Counselor  
Patricia L. Robbins, Office Manager  
Elisabeth Edmonson, B.A., M.Div., Visit Coordinator for  
Undergraduate Admissions  
Melissa Hemrick, B.S., Communications Coordinator  
Beth Davis, B.S., Data Coordinator

## **GRADUATE ADMISSIONS**

Deborah K. Wilkinson, B.S., M.B.A., Senior Director of  
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Brandon Beach, B.A., M.B.A., Assistant Director of  
Graduate Admissions  
Kheresa W. Harmon, B.A., M.Div., Director of Admissions,  
School of Divinity  
J. Lamont Reeves, B.S., M.Div./M.B.A., Director of Admissions,  
Graduate School  
Jessica Jones, B.A., Graduate Admissions Office Manager  
Cheryl H. Griffith, Graduate Admissions Data Specialist  
Miranda Hodge, B.S., Graduate Admissions Counselor  
Brian Cotton, B.S., M.B.A., Director of Graduate Admissions  
School of Business  
April Simpson, B.A., M.Div./M.A. Graduate Admissions  
Enrollment Specialist

## **FINANCIAL PLANNING**

Summer G. Nance, B.S., Assistant Vice President of  
Financial Planning  
Suzanne Bonner, B.S., Associate Director of Financial Planning  
Shannon N. Putnam, A.A.S., B.S., Senior Assistant Director of  
Financial Planning  
Stephanie L. Baines, Assistant Director of Financial Planning  
Lisa D. McFarland, Systems Manager  
Kathy Bridges, Financial Planning Counselor  
Jennifer Bowen, Financial Planning Counselor  
Justin T. Loy, B.S., Financial Planning Office Assistant



## **MARKETING AND COMMUNICATIONS**

Noel T. Manning, II, B.A., M.A., Associate Vice President for Marketing and Communications  
Heather Bridges Moore, B.S., M.B.A., Director of Creative Services  
Wilson Brooks, B.S., Director of Marketing Initiatives & Online Strategies  
Jessica Greer, B.S., M.B.A., Assistant Director of Marketing  
Niki Bliss-Carroll, B.S., Assistant Director of University Communications  
Kathy E. Martin, A.A.S., Assistant Director of Graphic Design  
Laura S. Mode, B.A., Graphic Designer  
Matt Renfer, B.A., Staff Writer/Content Developer  
Ryan Gunter, A.A.S., B.A., Graphic Designer  
Matthew Tessnear, B.A., Public Relations Specialist and Staff Writer  
Mark A. Houser, B.A., Digital Media Specialist  
Jeff Powell, B.A., M.A., Operations Manager/Program Director for WGWG

## **STUDENT DEVELOPMENT**

Delores "Dee" Hunt, B.S., M.Ed., D.A., Vice President of Student Development  
Vickie Webb-Morrison, A.A.S., Administrative Assistant to the Vice President of Student Development

## **DEAN OF STUDENTS**

Sarah Currie, B.S., M.A./Ed.S., Dean of Students

## **HOUSING AND RESIDENCE EDUCATION**

John R. Johnson, B.A., M.S., Director of Housing and Residence Education  
James W. Parker, B.S., M.A., Assistant Director of Student Conduct and Residence Education  
Tyler H. Davis, B.S., M.B.A., Assistant Director of Housing and Residence Education  
Jessika M. Raduly, B.S., M.B.A., Office Manager of Housing and Residence Education

## **COUNSELING CENTER**

Cindy Wallace, B.S., M.A., Director of Counseling  
Michael Taub, B.S., M.A./Ed.S., Counselor  
Stephanie Allen, B.S., M.A./Ed.S., Counselor

## **CAREER DEVELOPMENT**

Lisa Yerrick, B.S., M.S., Director of Career Development  
Erin Cook, B.A., M. A., Assistant Director of Career Development  
Sylvia Yampierre, B.S., Part-time Office Manager  
Anne Mason, M.A., Internship Coordinator

## **STUDENT ACTIVITIES, CAMPUS RECREATION, NEW STUDENT ORIENTATION**

Karissa L. Weir, A.S., B.S., M.A., Director of Student Activities, Campus Recreation and New Student Orientation

Kelly D. Brame, B.A., M.Div., Assistant Director of Student Activities  
Brian Arnold, B.A., M. Div., Assistant Director of Student Activities  
Brad Vaughn, B.S., B.A., Office Manager

## **STUDENT LEADERSHIP DEVELOPMENT AND COMMUNITY ENGAGEMENT**

Micah T. Martin, B.S., M.A., Director of Student Leadership Development and Community Engagement

## **UNIVERSITY POLICE**

Barry S. Johnson, B.S., Chief of University Police  
Larry J. Thomas, B.A., Captain  
Barry Lane, Lieutenant,  
Nathan Clark, University Police Officer  
Tabbatha Pearson, University Police Officer/Investigator  
Kenneth Phelps, University Police Officer  
Danny McClain, University Police Officer  
Randy Willis, University Police Officer  
Teresa Harp, Office Manager, EMT

## **CHRISTIAN LIFE AND SERVICE**

Tracy C. Jessup, B.A., M.Div., Ph.D., Vice President for Christian Life and Service; Senior Minister to the University  
Thomas S. LeGrand, Jr., B.A., M.Div., Ed.D., Director of the Center for Christian Ethics and Social Responsibility, Director of Service Learning  
D. Neal Payne, B.A., M.Div., Associate Minister to the University for Student Ministries  
Stacy M. Simmons, B.S., M.Div., Associate Minister to the University for Pastoral Care  
Teresa M. Davis, Administrative Assistant to the Office of Christian Life and Service

## **ATHLETICS**

Charles S. Burch, B.A., M.S., Vice President for Athletics  
Alison A. Kernicky, A.A., Administrative Assistant to the Vice President for Athletics  
Pamela C. Scruggs, A.A., Associate Athletics Director and SWA  
Stephen T. Dolan, B.S., M.A., Assistant Athletics Director for NCAA Compliance  
Taylor Jordan, B.S., Compliance Coordinator  
Marcus C. Rabb, B.S., M.A., Assistant Athletics Director for Media Relations  
Whitney Noble, B.S., Director of Sports Information  
Ryan S. Bridges, B.A., M.A., Director of New Media  
Jim Corn, A.B., Assistant Athletics Director for Student-Athlete Enrichment and Head Women's Tennis Coach  
Will Corn, Facilities Coordinator  
Katie E. Spiro, B.A., Director of Marketing and Promotions for Athletics  
Carroll McCray, B.A., M.A., Head Football Coach  
Kenneth Ray, B.S., Assistant Head Football Coach  
Travis Cunningham, B.S., Assistant Football Coach

La'Donte Harris, B.S., Assistant Football Coach  
 Brett Hickman, B.A., Assistant Football Coach  
 Randall McCray, B.S., M.Ed., Assistant Football Coach  
 Trey McCray, B.A., M.B.A., Assistant Football Coach  
 Issac Mooring II, B.A., Assistant Football Coach  
 Brett Nichols, B.S., Assistant Football Coach  
 DeShon Baylock, B.S., I.M.B.A., Director of Football Operations  
 Tim Craft, B.A., Head Men's Basketball Coach  
 DeAntoine Beasley, B.S., Assistant Men's Basketball Coach  
 Jeremy Luther, B.A., Assistant Men's Basketball Coach  
 Paul Hemrick, B.B.A., B.S., Assistant Men's Basketball Coach  
 Heath Greene, B.S., M.B.A., Director of Men's Basketball  
 Operations  
 Rick L. Reeves, B.S., M.Ed., Head Women's Basketball Coach  
 Ralph A. Patin III, B.A., M.Ed., Assistant Women's  
 Basketball Coach  
 Cierra Harris, B.A., B.S., Assistant Women's  
 Basketball Coach  
 Cetera De Graffenreid, B.A., M.A.T., Assistant Women's  
 Basketball Coach  
 Letoya N. Twitty, B.S., Director of Women's  
 Basketball Operations  
 J. Russell "Rusty" Stroupe, B.S., M.A., Head Baseball Coach  
 Ray Greene, B.S., Assistant Baseball Coach  
 Ross Steedley, B.A., Assistant Baseball Coach  
 R. Anthony Setzer, B.S., M.A., Head Men's Soccer Coach  
 J. Tyler Kettering, B.S., Associate Head Men's Soccer Coach  
 Mike Varga, B.S., Head Women's Soccer Coach  
 Samantha Huecker, B.S., B.A., M.A., Assistant Women's  
 Soccer Coach  
 Daniel Elliott, B.S., M.A., Head Wrestling Coach  
 Kyle W. Blevins, B.S., M.S., Assistant Wrestling Coach  
 Michael G. Griffith, B.A., Head Men's Tennis Coach  
 Thomas L. Burton, Jr., B.S., Head Men's and Women's  
 Golf Coach  
 Leo R. Sayles, B.A., Head Volleyball Coach  
 Bethany Martin, B.A., M.A., Assistant Volleyball Coach  
 Thomas L. Cole, III, B.S., M.S., Head Softball Coach  
 TBA, Assistant Softball Coach  
 Angel Bunner, B.A., Assistant Softball Coach  
 Brian D. Baker, B.A., Head Men's and Women's Track and Cross  
 Country Coach  
 Evan Brusich, B.S., M.S.Ed., Assistant Men's and Women's Track  
 and Cross Country Coach  
 Rob Golabek, B.A., Assistant Men's and Women's Track and  
 Cross Country Coach  
 Michael D. Simpson, B.S., Head Swimming Coach  
 TBA, Assistant Swimming Coach  
 Joshua C. Stanfield, B.A., Assistant Swimming Coach  
 Jillian Krick, B.S., M.A., Head Women's Lacrosse Coach  
 Jennifer M. Freymond, B.S., Assistant Women's Lacrosse Coach  
 Chris McCormick, B.S., M.A., Head Strength and  
 Conditioning Coach  
 Curtis Whaley, B.S., M.A., Assistant Director of Strength and  
 Conditioning

Lenea Brewton Walker, B.A., Head Cheerleading Coach  
 Kevin T. Jones, A.B., M.A., Assistant Athletics Director for  
 Athletic Training  
 Kathleen Ayotte, B.S., M.A., Assistant Athletic Trainer  
 Kristin Bockelman, B.S., M.S., Assistant Athletic Trainer  
 Andrew Landry, B.S., M.S., Assistant Athletic Trainer  
 Hillary E. Malmberg, B.S., M.Ed., Assistant Athletic Trainer  
 John Marshall, B.S., M.A., Assistant Athletic Trainer  
 Lindsey Shepherd, B.S., M.S., Assistant Athletic Trainer  
 Kyle I. Zimmerman, B.S., M.Ed., Assistant Athletic Trainer

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