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2013

### 2013 - 2014, Gardner-Webb University Graduate Academic Catalog

Gardner-Webb University

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# Graduate Programs Catalog

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## 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.

Gardner-Webb

Vol. 12 - August 2013

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## 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 following person (or persons) has been designated to handle inquiries regarding the University's nondiscrimination policies:

Title IX Coordinator  
Provost Webb Hall  
Ext. 4239

Sect. 504 Coordinator  
Director of Human Resources  
Webb Hall  
Ext. 4259

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>

## Academic Information

The general Academic Information in this section applies to each of the graduate schools of the University: the Graduate School, the Graduate School of Business, and the M. Christopher White School of Divinity, except where otherwise noted. See the section on each school for academic information specific to that program.

When changes are made in academic requirements, those in effect the year of a student's most recent continuous enrollment apply. Otherwise, changes are effective upon publication in this catalog.

### 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.

### LATE REGISTRATION

Students must register according to the information given at preregistration. Continuing students who register after the published deadline must pay a \$50 late registration fee. Students may register for a course after the first class meeting only with the prior approval of the professor and the dean or program director.

### DROPPING, ADDING, AND WITHDRAWING FROM COURSES

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 the 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. 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 sent out by each graduate school. 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 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).

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

## COMMUNICABLE DISEASES

Persons infected with a communicable disease will not be excluded from initial enrollment or employment or restricted in their access to University facilities or services unless a medically based judgment by the primary care physician in consultation with the University's physician establishes that exclusion or restriction is necessary to the welfare of the infected individual or the welfare of other members of the University community. Additionally, persons who know, or have reasonable basis for believing, that they are infected by a communicable disease are encouraged to share that information, on a confidential basis, with the physician, so that the University may make reasonable accommodations that will respond to their health and educational needs.

Persons who know, or have reasonable basis for believing, they are infected with a communicable disease are encouraged to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge for the protection of other members of the

university community.

## ACADEMIC ADVISING

Each student admitted to graduate study is assigned a faculty adviser who assists the student in developing a program of study. Advisement sessions are scheduled each semester for all graduate students. It is the student's responsibility to meet with the adviser at the scheduled session or to make arrangements for an alternative meeting time. An appropriate schedule of courses leading to uninterrupted study and completion of all requirements is assured to fully accepted students who remain continuously enrolled. Course scheduling, however, may prevent acceleration of the completion of degree requirements. Other schedule options are available.

## COURSE AND SCHEDULE CHANGES

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.

## ACADEMIC LOAD

### GRADUATE SCHOOL

In the Graduate School, a full load is six semester hours during the summer term and three to six hours during each regular semester, depending on the student's 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 Graduate School.

### GRADUATE SCHOOL OF BUSINESS

In the Graduate School of Business a full course load is six semester hours during fall semester and spring semester, and three semester hours each summer semester. Most students take six hours during fall and spring and three hours each summer semester. The maximum course load for students is nine hours during fall and spring semesters and three hours each summer semester. It is recommended that students who are employed full-time register for no more than six hours during fall and spring semesters.

Most students begin the program in August, but entry during spring and summer is an option. 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, 24 months after beginning the program. Students taking less than two courses in a semester will most likely graduate in three or four years. Six calendar years are allowed for completion of the degrees.

### SCHOOL OF DIVINITY

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.

## AUDITING COURSES

Any Gardner-Webb student may audit a course for a \$150 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 Dean or Director is required.

## CREDIT BY EXAM POLICY

### GRADUATE SCHOOL, GRADUATE SCHOOL OF BUSINESS

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 \$100 per credit hour. The dean of the school or chair of the 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, via 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 or the Director of Business Graduate Programs, as applicable. That 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.*

## COMPUTER FACILITIES

In several locations on campus, the Gardner-Webb University student has ready access to a wide variety of computer facilities, including five minicomputer systems and numerous microcomputers. Computers are an integral part of many programs.

Access to Internet is provided through computer labs on campus and other locations.

## ONLINE LEARNING

Online learning is a method of delivering coursework that is rapidly gaining prominence in American higher education. Gardner-Webb University offers a number of fully online courses, as well as web-enhanced face-to-face courses, to students in selected graduate programs. Four programs are available fully online: the Master of Science in Nursing (M.S.N.), Master of Accountancy (M.Acc.), Master of Business Administration (M.B.A.), International Master of Business Administration (I.M.B.A.), Master of Arts Elementary Education, Master of Arts Middle Grade Education, Master of Arts Executive Leadership Studies. The following certificate/licensure programs are online: School Administration Add-On Licensure, MBA Plus Certificate (ALL), Post Master's Nursing Administration and Education Certificates.

Students inexperienced with online learning who wish to take an online course will be assisted in developing the skills necessary to succeed in that learning environment through the following opportunity: CMP 501, Online Orientation – Graduate is a non-credit, tuition-free course required for all students taking an online course for the first time at Gardner-Webb, or after significant changes have been implemented in the course delivery platform. It is designed to familiarize the student with the basic skills needed to succeed in an online or web-enhanced course. Topics covered include basic computer configuration for Blackboard, sending a message through the mail tool, submitting an assignment through the dropbox as an attachment, taking a sample assessment and posting a discussion thread.

Coursework in CMP 501 is self-paced, and it is possible to complete it in a few hours. Instructors will work with students until the topics and skills have been mastered; however, enrolled students must pass the course before they will be permitted to begin an online course.

## PROGRESS REVIEW

When the M.A., M.S.N., M.A./Ed.S., M.Acc., M.B.A., or I.M.B.A. student has earned between 15 and 21 hours credit, the student and the adviser review progress to date and determine additional work to be completed for the degree. At this time the adviser and the student fill out and sign a midpoint checklist.

## 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 adviser who will provide appropriate forms to be filled out to obtain the degree. The adviser will validate the information on the application. It is the student's responsibility to turn in the signed form to the Registrar. A \$125.00 application for graduation fee is required; this includes the diploma and administrative costs. Students submitting applications after the published deadline must pay a \$50 late fee.

## COMMENCEMENT EXERCISES

Gardner-Webb conducts commencement exercises at the conclusion of the spring and fall semesters and at the conclusion of summer school. Each candidate for a degree must be present for rehearsal (if held) and for the conferring of degrees. The University is not obligated to grant a degree to any candidate for graduation who does not attend these exercises. Any exception to this policy must be approved in writing by the Provost.



## GRADUATE STUDENT REPRESENTATION ON THE GRADUATE COUNCIL

The Graduate Council is the governing body for all graduate programs at Gardner-Webb except for the M.Div. and D. Min. degrees. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.

## HONOR SOCIETIES

### CHI SIGMA IOTA

Membership in this International Counseling Academic and Professional Honor Society is one of the highest honors a Gardner-Webb graduate student in the counseling program can attain for academic excellence. To be eligible for membership, students must have completed 6 semester hours, have a 3.5 G.P.A. or higher, and be a student in good standing.

### SIGMA TAU DELTA

Sigma Tau Delta, the international English honor society, creates camaraderie among English majors and minors, offers scholarships, provides publishing opportunities, and hosts a national conference where students can showcase their scholarship. Lifelong membership in Sigma Tau Delta is available to both undergraduate and graduate students who meet the organization's rigorous requirements.

### SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau International is the only nursing honor society dedicated to improving the health of the world's people. Graduate and Baccalaureate nursing students who meet the high standards of eligibility and are endorsed for membership may be invited to join the Phi Upsilon, Gardner-Webb University School of Nursing's Chapter.

### DELTA MU DELTA

International Honor Society in Business Administration

The purposes of Delta Mu Delta are to promote higher scholarship in training for business and to recognize and reward scholastic achievement for business majors. Graduate students completing half of degree requirements - GPA 3.9 and above and top 10% of class (transfers have special conditions).

## 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 either the Dean of the Graduate School or Director of Graduate Programs in Business.

## 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 either the Dean of the Graduate School or Director of Graduate Programs in Business. 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 either the Dean of the Graduate School or Director of Graduate Programs in Business, 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.

## STUDENT GRIEVANCE POLICY (NON-ACADEMIC)

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

Claims or grievances should be filed with the appropriate University official.

Complaints and grievances related to academic matters should be made in accordance with policies and procedures stated in the current Catalog of Graduate Programs.

Complaints and grievances related to non-academic employees of the University should be made to the supervisor of the employee or to the vice president of that area.

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

Complaints and grievances related to admissions practices, recruitment, and financial aid should be made to the Vice President for Enrollment Management.

Complaints and grievances related to accounts payable and business office related functions should be made to the Vice President for Business and Finance.

Complaints and grievances related to athletics should be made to the Vice President for Athletics.

Complaints and grievances related to public relations, publications, and donations to the University should be made to the Vice President for University Relations.

Complaints and grievances specifically related to the Americans with Disabilities Act (ADA)/Section 504 should be made to the Director of Human Resources, who serves as the ADA/504 coordinator. [Complaints and grievances specifically related to educational support services may be made to the Director of the Noel Program for the Disabled.] Complaints and grievances unresolved at this level may be addressed to the Human Relations Committee. The Director of Human Resources will assist with the forwarding of unresolved complaints and grievances to the Human Relations Committee. Decisions by the Human Relations Committee are subject to review by the Provost. The Provost may take whatever action he deems necessary and appropriate. The Provost's conclusions and actions are final.

If a student believes he/she has been harassed or otherwise discriminated against because of race, gender, religion, color, national or ethnic origin, age, disability, or military service, the student should report the matter immediately to the Vice President and Dean of Student Development. In the case of sexual harassment, the complaint should be made in accordance with the University's sexual harassment policy as stated in the current student handbook. If a student is not sure how to file a complaint, the Vice President and Dean of Student Development will assist the student.

Complaints should be presented orally to the appropriate University officials described above. If an informal discussion of the matter is not satisfactory, a written statement of the complaint will be requested. A written statement should contain the following:

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

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

# Class Attendance Policy & Educational Records

Regular class attendance is an important student obligation. Students are responsible for all course work conducted in class meetings. 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. 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 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 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	1	4
A-	1	3.67
B+	1	3.33
B	1	3
B-	1	2.67
C	1	2
D (Divinity Only)	1	1
F	1	0
Fx (Failure for Academic Dishonesty)	1	0
I (Incomplete)	0	0
IN (see below)	0	0
W (Withdrew without penalty)	0	0
WP (Withdrew Passing)	0	0
WP (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' grade 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' 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 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' grade was assigned, or earlier.

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 (e.g., Nursing Project/Thesis, or 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 (see pp.13-14). 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 of Schools.

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.

## ACADEMIC PROBATION, SUSPENSION, DISMISSAL

SCHOOL OF GRADUATE STUDIES, GRADUATE SCHOOL OF BUSINESS

See sections of the catalog for SCHOOL OF GRADUATE STUDIES, Graduate School of Business, and School of Divinity for each school's policies on probation, suspension, repeating grades, and dismissal.

## TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION

A student may not take courses for transfer credit from another institution while on suspension or probation.

## ACADEMIC RENEWAL POLICY

SCHOOL OF GRADUATE STUDIES, GRADUATE SCHOOL OF BUSINESS

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.

## TRANSCRIPTS

The Registrar will furnish transcripts of credit upon written request. Official copies are \$10 each, and this fee should accompany the request.

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

## STUDENT ACCESS TO EDUCATIONAL RECORDS

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



Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records, which lists all student educational records maintained by 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.

## Finances

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 FOR THE 2013-2014 ACADEMIC YEAR

#### Graduate School

M.S.N. Program	\$394/hr
M.A., M.S., Ed.S. Programs	\$373/hr
Ed.D. Program	\$419/hr
D.N.P. Program	\$650/hr

#### Graduate School of Business

M.B.A., I.M.B.A., M.Acc. Programs	\$440/hr
MWTM Program	\$605/hr

#### M. Christopher White School of Divinity

M.Div. Program	\$362/hr
D.Min. Program	\$411/hr

### EXPENSES

Application Fee (Non-Refundable)	\$ 40.00
International Student Application Fee (Non-Refundable)	\$100.00
Online/Hybrid Learning Technology Fee (Per Course)	\$ 30.00
Task Stream Electronic Portfolio Fee for all Graduate School of Education Students (One-Time Fee, 3-Year License)	\$ 91.00
Internship Portfolio Reviewer Fee for School of Education Master's of Executive Leadership Studies Program and School Administration Add-On Licensure Program	\$100.00
Transcript Fee (Per Copy)	\$ 10.00
Replacement of I.D. Card	\$ 10.00

Automobile Registration (Per Year)	\$ 40.00
Audit Fee (Per Course)	\$150.00
Credit By Exam Credit (Per Credit Hour)	\$100.00
Graduation Application Fee	\$125.00
Late Graduate Application Fee	\$100.00
Non-Payment Fee	\$100.00
Non-Sufficient Funds Fee	\$ 30.00
Private Music Instruction: Piano, Voice, Organ, and/or Instrumental	\$249.00
One 1/2 Hour Lesson/Week	\$394.00
Two 1/2 Hour Lessons/Week	
<b>(More than two lessons per week will be billed at \$100 per half hour of additional instruction time.)</b>	
Transient Credit Fee (Per Course)	\$ 50.00
Thesis Fee	\$ 50.00
Dissertation Fee	\$250.00

## 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 Account's Office. Registration for course credit for DSPC 200 is through the School of Divinity.

## CHARGE REDUCTION POLICY

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. On-campus program students (Undergraduate and Divinity) must complete and return a withdrawal form to the Registrar's Office in order to be officially withdrawn. GOAL and Graduate program students may withdraw by telephoning or emailing the Registrar's office. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

Reductions will be computed on total charges for tuition, room and board but not on fees. Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester'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.

## Academic Regulations

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.

## 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.
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 Schools.
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.

## SCHOOL OF GRADUATE STUDIES

## (M.A., M.S.N., ED.S., ED.D., D.N.P. PROGRAMS)

### FINANCIAL AID

Some school systems, medical centers and businesses assist Gardner-Webb graduate students in the payment of tuition and fees. Prospective students should inquire in their central offices as to the availability of such funds. Federal Direct Stafford Student Loans are also available to graduate students. The Financial Planning Office can provide details, but interested students should apply well in advance of the date of initiation of their graduate program.

A deferred payment plan is also available, for a nominal additional charge.

### ASSISTANTSHIPS

Financial assistance in the form of assistantships is available on a limited basis to main-campus graduate students. Inquiries may be made with the school or department in which the student intends to enroll, in Graduate Admissions, or in the Office of the Associate Provost for Schools.

### 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 or English education who travel to professional conferences to make presentations. Apply through the English department chair.

### M.S.N. SCHOLARSHIPS:

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011 and the first loans will become available for the 2012-13 academic year. 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.

National League for Nursing  
1043 E. Morehead St., Suite 100  
PO Box 34769  
Charlotte, NC 28204

(704) 376-9541

Fax: (704) 376-1243

## (M.B.A., I.M.B.A., M.ACC. AND MWTM PROGRAMS)

### PRIVATE SOURCES

Many companies and foundations offer assistance to students based on a variety of qualifications. Students should investigate policies of their employers as well as check with local civic organizations to determine availability of such funds.

### 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 ASSISTANT

Awards are available for the academic year and the summer semesters to students who assist professors in research, teaching, and related academic responsibilities. Students must carry a full-time academic load.

### 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.

## (M.DIV. PROGRAM)

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. Keesee Educational Scholarship:** The Charles B. Keesee Educational Fund was established in 1941 by Mr. and Mrs. Charles B. Keesee 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.cbkeesee.com](http://www.cbkeesee.com).

### ENDOWED SCHOLARSHIPS

#### **Christian Service Organization Graduate Scholarships**

As part of the overall endowment corpus of the Christian Service Organization, the following scholarships have been funded:

**A. Donald and Hazel H. Allen Scholarship:** Funded by Mr. and Mrs. Donald Allen of Shelby, N.C., to support divinity school students.

**Allen-Ginn-Elliott Scholarship:** Established in 1994, this scholarship commemorates the special relationship between the Lawson Allen family, the Leonard Allen family, the Charles Ginn family, the Phil Elliott family and Gardner-Webb University.

**Herman A. and Ellen B. Beam Scholarship:** Established in 1997 by Ellen Baxter Beam of Fallston, N.C.

**C. David Boan CSO Scholarship:** Established in 2002 by Dr. David Boan, who was an alumnus of Gardner-Webb. Dr. Boan served as the Assistant Vice President for Development for Major Gifts with Gardner-Webb University.

**Cline W. and Doris Borders Scholarship:** Established in 2000 by Cline and Doris Borders. Reverend Borders served as the Director of Missions for the Kings Mountain Baptist Association for many years prior to his retirement.

**Curtis and Joyce Braswell:** Established in 1999 by Mr. and Mrs. Curtis Braswell of Columbia, S.C. Their son was one of the first graduates of the M. Christopher White School of Divinity.

**T. F. and Doris M. Bridges Scholarship:** T.F. and Doris M. Bridges established this scholarship in 1999 to express their commitment to Christian higher education and the values held by Gardner-Webb University.

**Mattie T. Christopher and Etta S. Butterworth Scholarship:** Established in 1995 by A. Donald and Joyce A. Christopher of Wilmington, N.C., in honor of Mrs. Etta S. Butterworth and in memory of Mrs. Mattie T. Christopher, mothers of the donors.

**Cleo P. and James E. Chadwell Scholarship:** Established in 2000 by Mrs. Cleo Chadwell of Shelby, N.C. in memory of her husband James.

**Kenneth Howard Cole Memorial Scholarship:** Established in 1996 by Lucille Hamner Cole of Shreveport, Louisiana, in memory of her husband. Family members have added to the endowment corpus.

**Donald E. and Kaye A. Cook Scholarship:** Established in 2000 by the University to honor the retirement of Dr. Cook, Distinguished Professor of New Testament Interpretation in the divinity school. Dr. Cook passed away in November 2001.

**J. Hugh and Mildred Cornwell Scholarship:** Established in 1996 by Mr. and Mrs. Hugh Cornwell of Forest City, N.C.

**Ralph W. and Sybil Y. Dixon, Sr. Scholarship:** Established in 1996 by Mr. and Mrs. Ralph W. Dixon, Sr. of Fallston, N.C.

**Double Shoals Baptist Church Scholarship:** This scholarship was established by the members of Double Shoals Baptist Church of Cleveland County, N.C.

**Charles W. “Buddy” Freeman Scholarship:** Established in 1993 by friends of Buddy Freeman, Gardner-Webb alumnus.

**Stephen Burgess Greene Memorial Scholarship:** Established in 1994 by Rush and Margaret Greene in memory of their son.

**George Edgar and Jennie Lee Hampton Memorial Scholarship:** Established in 2001 by Howard Glenn and Lucille Hampton Daniel of Rutherford County to honor the memory of Dr. Daniel’s parents.

**Russell L. and Lillie M. Hinton Scholarship:** Established by Mrs. Lillie Hinton in memory of her husband, a noted pastor in Cleveland County, N.C.

**H.S. and Sandra Keeter, Jr. Scholarship:** Established in 1998 by Mr. Keeter, a Gardner-Webb trustee and Mrs. Keeter, a Gardner-Webb alumnae.

**Bobby Joe and Betty B. Kendrick Scholarship:** Established in 1995 by Mr. and Mrs. Bobby Joe Kendrick of Shelby, N.C.

**Robert L. and Rhea Lamb Scholarship:** Established by Dr. and Mrs. Lamb to provide financial assistance for divinity students. Dr. Lamb was the founding Dean of the School of Divinity and has been honored as Dean Emeritus.

**Roland and Lois Leath Scholarship:** Initiated in 1997 and funded by friends of Roland and Lois Leath of Shelby, N.C.

**Robert H. and Betty Lutz Scholarship:** Established in 1995 and funded by the Lutz Foundation of Cliffside, N.C. the scholarship honors Mr. and Mrs. Robert H. Lutz of Shelby, N.C.

**Robert Harold and Betty Jolley Lutz Scholarship:** Established and funded by Mr. and Mrs. Robert H. Lutz of Shelby, N.C., longtime supporters of the Christian Service Organization.

**Thomas W. and Elene C. Martin Scholarship:** Established in 1995 by Mr. and Mrs Martin of Lattimore, N.C.

**McInnis-Smith-Best Scholarship:** Initiated in 1993 by Herman and Margaret Best of Shelby, N.C. in memory of the Reverend Neill McInnis, father of Mrs. Best, and in honor of the Reverends Rockwell Smith and David Herman Best, brother-in-law and son of the Bests.

**Robert G. and Mary Francis Moore Scholarship:** Established by R.G. and Mary Francis Moore of Cliffside, N.C.

**Don and Becky Morgan Memorial Scholarship:** Initiated in 1998 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his brother and sister-in-law.

**Gilbert and Sue Morgan Memorial Scholarship:** Initiated in 1998 by Dr. Robert E. Morgan, Professor Emeritus of Gardner-Webb, in memory of his father and mother.

**James A. and Ganell Pittman Scholarship:** The Reverend and Mrs. James A. Pittman of Roanoke Rapids, N.C. established this scholarship in 1994.

**Charles H. and Jo B. Rabon Scholarship:** This scholarship was initiated in 1995 by family and friends of Dr. and Mrs. Rabon in honor of their commitment to Christian higher education.

**James E. and Robin M. Robbins Scholarship:** Established in 1994 by Mr. and Mrs. James E. Robbins of Rutherford County.

**Edward H. and Mafrey Richardson Sessom Scholarship:** The Reverend and Mrs. Edward H. Sessom of Cleveland County established this scholarship in 1994.

**Ralph and Clevie Spangler Scholarship:** Established in 1996 by Mr. and Mrs. Ralph Spangler of Lawndale, N.C.

**Addie Crotts Sparks Memorial Scholarship:** Initiated in 1996 by Carl and Faye Spangler to honor the memory of Faye's mother, Mrs. Addie Crotts Sparks.

**Foster C. "Pluto" Sprinkle Memorial Scholarship:** Established in 2000 by Anita Sprinkle Roberts of Shelby, N.C. to honor the memory of her father.

**R. Wayne Stacy Scholarship:** Established in 1998 by Mrs. Stuart W. Upchurch of Raleigh, N.C., to honor her former pastor Dr. R. Wayne Stacy.

**Henry C. and Neno L. Taylor Family Scholarship:** The descendants of Mr. and Mrs. Henry C. Taylor of Connelly Springs, N.C., established this scholarship in 1994 as an act of appreciation for their Christian lives.

**Gene L. Watterson Scholarship:** Established in 1994 by members of First Baptist Church, Shelby, N.C., the scholarship honors their pastor, Dr. Watterson, on his retirement for his years of ministry.

**M. Christopher and Linda F. White Scholarship:** Established in 1993 by Dr. and Mrs. Chris White. Dr. White served as president of Gardner-Webb University from 1986-2002.

**Paul Wilson Sunday School Class:** The Paul Wilson Sunday School Class of First Baptist Church, Shelby, N.C., established this scholarship in 1995.



**Other Christian Service Organization Graduate Scholarships:** Clara Perry Angel Scholarship, Anderson “Andy” and Shirley S. Blanton Sacred Music Scholarship, F. Glenn and Ray Cornwell Scholarship, John Ed and Essie D. Davis Memorial Scholarship, J.W. Gantt, Jr. and Mrs. Edna R. Gantt Scholarship, William K. and Anne T. Gary Scholarship, L.T. Hamrick Memorial Scholarship, Carl and Tyner Ivester Memorial Scholarship, Reverend James L. Jenkins Memorial Scholarship, Mildred Johnson Endowed Scholarship, Roger H. and Denice S. McKee Scholarship, R. Thad Parsons, III Scholarship, Rev. Richard E. and Mary Elizabeth Webb Plyler Scholarship, R.E. and Bonnie R. Price Scholarship, W. Bruce and Dianne Rabon Scholarship, Lester and Bertie Taylor and Carl and Frances Shook Scholarship, Tri-City Concrete Scholarship, David W. and Melissa K.White Scholarship, Roy and Joyce Wyatt Scholarship

#### SCHOOL OF DIVINITY ENDOWED SCHOLARSHIPS

In 1993 Gardner-Webb University established the M. Christopher White School of Divinity to provide graduate level professional education for ministers. As part of the overall endowment corpus the following scholarships have been funded:

**Baptist State Convention of North Carolina:** Established in 1996 by action of the Baptist State Convention, the trust provides scholarships for students in the School of Divinity. Recipients must be residents of North Carolina and members of Baptist churches cooperating with the Baptist State Convention.

**Thomas Hudson and Penelope Parker Biles Memorial Scholarship:** This scholarship was initiated in 1997 by Dr. Paul Biles, the son of Mr. and Mrs. Thomas Hudson Biles.

**Robert H. and Karen Blalock, Jr. Scholarship:** Established in 1996 by Mr. and Mrs. Robert Blalock of Gastonia, N.C. Preference is given to students from Gaston County, N.C.

**C. David Boan Scholarship:** Established in 1996 by Mrs. Helen J. Smith of Pageland, S.C., the scholarship honors her former pastor, Dr. David Boan, an alumnus of Gardner-Webb University.

**Lewis and Gladys Boroughs Scholarship:** Established in 1997 by Mr. and Mrs. Lewis Boroughs of Greensboro, N.C.

**Carl L. Crook School of Divinity Scholarship:** Established in 2002 by the members of First Baptist Church of Rutherfordton to express gratitude for the life and legacy of Carl L. Crook. The scholarship benefits first and foremost students from Rutherford County.

**J. Harold and Peggy Craig Scholarship:** Established in 1995 by the Penelope Baptist Church of Hickory N.C. in honor of J. Harold Craig and in memory of Mrs. Craig. The scholarship provides financial assistance to students in sacred music.

**Robert Z. and Jennie B. Falls Scholarship:** Initiated in 1993 by Mr. and Mrs. Robert Z. Falls of Shelby, N.C.

**Charles and Carolyn Horton Scholarship:** Established in 1999 by family and friends of Charles and Carolyn Horton. For many years Dr. Horton was pastor of the College Park Baptist Church in Orlando, FL.

**John and Jean Lewis Scholarship:** Established in 2001 by members of First Baptist Church of Raleigh, N.C., this scholarship honors the ministry and lives of John and Jean Lewis.

**Thomas McFarland Linnens Memorial Scholarship:** This scholarship was initiated in 1993 by Boiling Springs Baptist Church of Boiling Springs, N.C., in honor of Dr. Linnens, who was pastor of the church for many years. First preference is given to students from Boiling Springs Baptist Church, with second preference given to students from other churches in the Kings Mountain Baptist Association.

**Elizabeth, Pat and Tommy McClain Scholarship:** This scholarship was established in 2002 by the members of First Baptist Church of Rutherfordton to express gratitude for the life and legacy of Elizabeth, Pat and Tommy McClain. The scholarship benefits first and foremost students from Rutherford County.

**Ira McCluney Memorial Scholarship:** This scholarship was established in 2000 by Mrs. Jessie McCluney Wallace to honor the memory of her father, Ira McCluney and to express her commitment to Christian theological education.

**Bettie and Ray Morris School of Divinity Scholarship:** This scholarship was established in 2002 by the members of First Baptist Church of Rutherfordton to express gratitude for the life and legacy of Bettie and Ray Morris. The scholarship benefits first and foremost students from Rutherford County.

**William T. and Mabel Hoke Nolen Scholarship:** This scholarship was established in 2000 by Mr. and Mrs. W.T. Nolen of Gastonia, N.C.

**Penelope Baptist Church Scholarships:** Established in 1993 by the Penelope Baptist Church of Hickory, N.C.

**Frances and Bob Riley Scholarship:** This scholarship was established in 1993 by April and Garland Bolejack of Shelby, N.C. to honor April's parents, Frances and Bob Riley.

**Carl M. and Fannie K. Spangler Christian Education Scholarship:** This scholarship was established in 1992 in memory of Carl M. Spangler and in honor of Fannie K. Spangler by their children.

**Springvale Baptist Church - Reverend Paul Bullington Scholarship:** Initiated by the Springvale Baptist Church of Lugoff, S.C., in 1998.

**H. Straughan and Eloise Brown Stokes Memorial Scholarship:** This scholarship was established in 2000 by Mr. and Mrs. Henry B. Stokes of Winston-Salem, N.C., to honor the memory of H. Straughan and Eloise Brown Stokes.

**Underwood-Watson Scholarship:** Established in 1994 by the Reverend James A. Pittman and his wife Ganell of Roanoke Rapids, N.C., the scholarship honors two professors who made a lasting impression on him during his student years at Mars Hill College. The scholarship honors Dr. Evelyn Underwood and Mrs. Elizabeth Watson.

**Ed and Laura Anne Vick Travel Fund:** Initiated in 2000 by Mr. and Mrs. C.E. Vick, Jr., of Raleigh, N.C., to provide scholarship to worthy and needy students to participate in the Biblical Studies Travel Study Program.

**Roy O. Warren and Juanita H. Warren Christian Educational Fund:** Roy Warren left the bulk of his estate to First Baptist Church, Winston-Salem, N.C., for the purpose of establishing this fund. It was initiated in 1999 to provide assistance for Baptist students with financial need, with preference given to students who are members of First Baptist Church, Winston-Salem.

**Joe C. and Estilla McSwain Washburn Memorial Scholarship:** Established in 1993 by various descendants of Joe C. and Estilla McSwain Washburn of the Double Springs Community of Cleveland County, North Carolina.

**W. Wyan and Emily D. Washburn Scholarship:** Dr. and Mrs. Wyan Washburn of Boiling Springs, N.C., established this scholarship in 1993. Dr. Washburn served as the University physician for many years.

**Carlos L. and Constance C. Young Scholarship:** Established in 1993 by Mr. and Mrs. Carlos L. Young of Shelby, N.C.

**H. Fields and Ruth B. Young, Jr. Scholarship:** Established in 1993 by Mrs. H. Fields Young, Jr. of Shelby, N.C., in memory of her husband. Mrs. Young passed away in December 2002.

**H. Fields and Margaret B. Young, III Scholarships:** Established in 1999, 2000 and 2001 by Mr. and Mrs. Young of Shelby, N.C. Mr. Young is a trustee and served as chair of the University's most successful capital campaign.

#### **Other School of Divinity Scholarships:**

First Baptist Church of Shelby, NC, Fred and Jean Mauney School of Divinity Church Music Scholarship, J.L. and Nettie McCluney Scholarship, Nations Ford Community Church Scholarship, Robert E. "Zeke" and Virginia Phillips Scholarship, Ann King Rouse Endowed Scholarship Fund, Wade R. and Sophie S. Shepherd Scholarship Fund, M. Christopher and Linda F. White School of Divinity Scholarship

#### **FINANCIAL SUPPORTERS:**

The M. Christopher White School of Divinity is dependent upon the financial support of numerous individuals, churches, and businesses. This support allows the School of Divinity to keep the tuition low. Some of the supporting churches are as follows:

Alexander Baptist Church, Alexander Mills, NC  
Berea Baptist Church, Greenville, NC  
Boiling Springs Baptist Church, Boiling Springs, NC  
Brentwood Baptist Church, High Point, NC  
Calvin Heights Baptist Church, Morganton, NC  
Camps Creek Baptist Church, Mooresboro, NC  
Carmel Baptist Church, Charlotte, NC

First Baptist Church, Sylva, NC  
First Baptist Church, Tryon, NC  
First Baptist Church, Wadesboro, NC  
First Baptist Church, Wilson, NC  
First Baptist Church, Winston-Salem, NC  
Flint Hill Baptist Church, Shelby, NC  
Green Hill Baptist Church, Rutherfordton, NC

Chadbourn Baptist Church, Chadbourn, NC  
Double Shoals Baptist Church, Lawndale, NC  
Double Springs Baptist Church, Shelby, NC  
Elizabeth Baptist Church, Shelby, NC  
Emorywood Baptist Church, High Point, NC  
First Baptist Church, Asheville, NC  
First Baptist Church, Boone, NC  
First Baptist Church, Clarkton, NC  
First Baptist Church, Enfield, NC  
First Baptist Church, Fayetteville, NC  
First Baptist Church, Forest City, NC  
First Baptist Church, Gaffney, SC  
First Baptist Church, Gastonia, NC  
First Baptist Church, Goldsboro, NC  
First Baptist Church, Greensboro, NC  
First Baptist Church, Greenville, SC  
First Baptist Church, Hickory, NC  
First Baptist Church, Laurinburg, NC  
First Baptist Church, Lenoir, NC  
First Baptist Church, Lumberton, NC  
First Baptist Church, Morganton, NC  
First Baptist Church, Raleigh, NC  
First Baptist Church, Rutherfordton, NC  
First Baptist Church, Sanford, NC  
First Baptist Church, Shelby, NC  
First Baptist Church, Southern Pines, NC  
First Baptist Church, Spindale, NC  
First Baptist Church, Spruce Pine, NC  
First Baptist Church, Statesville, NC

Grove Park Baptist Church, Clinton, NC  
Holly Springs Baptist Church, Rutherfordton, NC  
Jersey Baptist Church, Linwood, NC  
Knollwood Baptist Church, Winston-Salem, NC  
Lakeside Baptist Church, Rocky Mount, NC  
Lakewood Baptist Church, Durham, NC  
Lattimore Baptist Church, Lattimore, NC  
Lavonia Baptist Church, Mooresboro, NC  
Lawndale Baptist Church, Lawndale, NC  
Momeyer Baptist Church, Nashville, NC  
Nations Ford Baptist Church, Charlotte, NC  
New Bethel Baptist Church, Lawndale, NC  
Norman's Grove Baptist Church, Lawndale, NC  
Patterson Grove Baptist Church, Kings Mountain, NC  
Penelope Baptist Church, Hickory, NC  
Pleasant Ridge Baptist Church, Shelby, NC  
Providence Baptist Church, Charlotte, NC  
Ramoath Gilead Baptist Church, Elizabeth City, NC  
Shadybrook Baptist Church, Kannapolis, NC  
Snyder Memorial Baptist Church, Fayetteville, NC  
Southport Baptist Church, Southport, NC  
Spencer Baptist Church, Spindale, NC  
Trinity Baptist Church, Benson, NC  
University Baptist Church, Chapel Hill, NC  
West Asheville Baptist Church, Asheville, NC  
Westview Baptist Church, Shelby, NC  
Wilson Baptist Church, Wilson, NC  
Yadkin Baptist Church, Statesville, NC  
Zion Baptist Church, Shelby, NC

## **Student Services**

### **WEBBCONNECT AND INTERNET SERVICES**

The Gardner-Webb Student has ready access to a number of online services including financial aid, email, registration, online courses, campus announcements, emergency and informational text messaging, and unofficial transcripts through the WebbConnect portal, available at [www.gardner-webb.edu](http://www.gardner-webb.edu). Access to the Internet is provided through computer labs and wireless networks on the main campus and the Hickory, Charlotte, Statesville, and Winston-Salem campuses.

## STUDENT SERVICES

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

The Division of Student Development consists of the departments of Campus Ministries, Counseling Services, Career Development, Student Leadership Development, Community Engagement, Housing & Residence Education, Student Activities, Campus Recreation, and University Police. Due to time constraints and other responsibilities, it is understood that GOAL students may not be able to participate in a wide range of activities. Please know that GOAL students and their families are encouraged to participate in many University events. GOAL students do not pay a Student Activity Fee.

## CAREER DEVELOPMENT

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

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

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

## OFFICE OF COMMUNITY ENGAGEMENT

The Office of Community Engagement houses the Service Learning and Volunteer programs in order to provide all members of the Gardner-Webb community with meaningful service opportunities. Each year Gardner-Webb students, faculty and staff volunteer their time and talents to the surrounding community through various campus wide volunteer programs. These annual programs include the Volunteer Discovery, canned food drive, Relay for Life, make a Difference Day and others. In addition to providing campus wide service programs, the office also serves as a resource center and clearinghouse for volunteer information. Interested individuals and groups may visit the office or go online to receive information on various on-going and one time service opportunities. Interested faculty members who would like to add a Service Learning component to their syllabus should contact the Office of Community Engagement. Service leadership opportunities are available to students through

REACH, a student organization which networks campus involvement in community service for individuals and groups.

## COUNSELING CENTER SERVICES

College is a time of change and adjustment. This may result in anxiety, conflict and uncertainty for many students. The University Counseling Center staff is available to assist students who may be experiencing these and other feelings.

The University Counseling Center is staffed by a team of professionals trained in education and counseling who want to assist students in coping with difficulties and make the most of their opportunities for success.

The University Counseling Center adheres to the code of ethics of the American Counseling Association and operates within a Christian perspective. All Services provided are confidential and no information will be given to others without the consent of the individual.

The University Counseling Center provides services to students, faculty and staff in a concerned, caring, and confidential setting. Services are provided to assist students in defining and accomplishing personal and academic goals. The services include:

- High quality individual and group counseling to individuals who may be experiencing psychological or behavioral difficulties.
- Programming focused on the development needs of college students to maximize the potential of students to benefit from the academic environment and experience.
- Consultation to the institution to make the environment as beneficial to the intellectual, emotional and physical development of students as possible.
- Appointments may be made by contacting the Counseling Center. Referrals to local community agencies may be made if needed.

## DEPARTMENT OF CHRISTIAN LIFE AND SERVICE

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

## CAMPUS SHOP

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

The Campus Shop, located on the ground floor of the Tucker Student Center, provides all books needed by students for their courses of study. GOAL, Graduate, and Statesville Undergraduate students should order textbooks on-line (or pick them up at the Campus Shop) for all classes. Go to the Campus Shop's home page at [www.gardner-webb.edu/shop](http://www.gardner-webb.edu/shop). Click on "Textbooks." Follow prompts provided to order textbooks. If students have problems or questions with purchasing books, contact the Campus Shop at (704) 406-4273 or email at [bookstore@gardner-webb.edu](mailto:bookstore@gardner-webb.edu).

Book buy-back is conducted near the Campus Shop and at selected GOAL centers at the end of each semester. The Buyback schedule is posted on the Campus Shop website under the “Book Buyback” link.

The Campus Shop has an online store for all of those who cannot make it to campus within store hours. Go to the Campus Shop’s home page at [www.shop.gardner-webb.edu](http://www.shop.gardner-webb.edu) and click on the “Bulldog Merchandise” link provided. This link will direct you to our online ordering site. The Campus Shop offers an assortment of Gardner-Webb paraphernalia. From hats to tailgating supplies, the Campus Shop has most everything you could ask for.

Class rings, graduation announcements, and graduation regalia (cap, gown, hood, and tassel) are available online at [www.shop.jostens.com](http://www.shop.jostens.com). All dates, times, and places that Jostens will be on campus will be posted on the main Campus Shop webpage. Class ring brochures are available upon request at the regular university telephone number (704) 406-4273.

## NOEL PROGRAM FOR STUDENTS WITH DISABILITIES

The Noel Program for Students with Disabilities provides accommodations and support services to eligible individuals. In order to assess each student’s needs and to provide the necessary accommodations, professional documentation of a disability or disabilities must be provided no later than three weeks prior to the beginning of services. Documentation must be current. Upon acceptance at the University, documentation should be sent to the Noel Program for Students with Disabilities. (P.O. Box 7274 or Fax: 704-406-3524)

## UNIVERSITY POLICE

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

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

## VEHICLE REGISTRATION

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

## IDENTIFICATION CARD

All GOAL students should acquire a Gardner-Webb University identification card, primarily for the use of library services both on and off the main campus. The ID card may also be used in connection with other University

services or activities. Students may send an email to [tharp@gardner-webb.edu](mailto:tharp@gardner-webb.edu) to request an ID. Please include in the email the student's name, ID number, address and the center they attend. For other questions regarding ID cards, please contact campus police at (704) 406-4444.

## CAMPUS TRADITIONS

### ALUMNI DAY

This day is one of the highlights of the year and the time for class reunions. The Alumni Association honors outstanding alumni at this occasion.

### HOMECOMING

Homecoming takes place in the fall, bringing back to the campus many former students. Entertainment includes a tennis tournament, football game, and other festivities. Special activities are scheduled during the week for students.

### FESTIVAL OF LIGHTS

During the Christmas season at Gardner-Webb we call upon others in the community to join us in ushering in Advent and anticipating Christmas. Our traditional celebration, featuring the University choirs, is held in late November or early December and is called Festival of Lights.

### SENIOR PINNING

A yearly tradition each spring, Undergraduate Seniors invite their families to come and be part of this special ceremony. Students are encouraged to visit with their classmates, parents and professors.

### GOAL STUDENT CAMPUS DAY

Gardner-Webb University invites students, family members, and guests of Gardner-Webb University's GOAL program to a day of fun and entertainment, and chance to mingle with GOAL faculty and staff on a Saturday during the fall semester.

## 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 insure 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 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 distributed during orientation, at which time student rights, responsibilities and expectations are explained in greater detail. The Handbook is also available 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 such as but not limited to the following:

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

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.

(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 Gardner-Webb University 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) Local, state, and federal law prohibits the possession of weapons on campus. These laws supersede any statutes which allow the possession of a concealed weapon by permit. G.S. 14.269.2

## University Writing Center

The University Writing Center, located in Tucker Student Center, offers free assistance on any problem related to writing to all Gardner-Webb students. A staff of qualified graduate and undergraduate students, under the direction of a faculty specialist in writing, provide individual and group tutoring and answer questions upon request. Consultants “teach” and “guide” rather than simply correct papers. Consultations are available to students at satellite campuses through online video or text chat.

## Dover Memorial Library

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. Interlibrary loan, audiovisual, and production (lamination, transparencies, etc.) services are available. The Library’s home page, [www.library.gardner-webb.edu](http://www.library.gardner-webb.edu), provides access to our online catalog and databases as well as information about the Library facility and the Library’s resources, services, and policies.

## LIBRARY PRIVILEGES

Student identification cards are prepared at the time of registration. These cards are necessary in order to use the Dover Memorial Library and other facilities where identification is required. Currently enrolled students may check out materials, use interlibrary loan, etc. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out privileges.

## NOEL Memorial Library

The Noel Program for Students with Disabilities 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 Program for Students with Disabilities. 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 supportive 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.

## **PROGRAM FOR THE VISUALLY IMPAIRED**

Through this program students who are blind or visually impaired have full access to the educational and social opportunities of the University. Special orientation is given to help students make the transition to the University. Orientation and mobility training are provided and a wide variety of adaptive equipment and software is available. In order to meet the needs of both blind and visually impaired students, the University maintains an equipped resource room located in the library and a technology lab in Frank Nanney Hall.

## **PROGRAM FOR THE DEAF AND HARD OF HEARING**

Through this program students who are deaf or hard of hearing have full access to the educational and social opportunities of the University. Qualified interpreters that are RID-certified and/or state-licensed and notetakers enable these students to attend fully integrated classes and to participate in extracurricular activities sponsored by the University. Residence halls are equipped with visual fire alarms and doorbell lights. Each deaf and hard of hearing student has a videophone in his/her residence hall room. Frank Nanney Hall, the Library and Campus Security are equipped with videophones as well. The University provides sound amplification equipment that will aid the hard of hearing student in the classroom.

## **School of Graduate Studies**

### **THE MISSION OF THE SCHOOL OF GRADUATE STUDIES**

The mission of the 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 teachers, counselors, nurses, and school administrators working in their fields – emphasize independent, critical thinking; effective communication; and the importance of the scholar and professional educator/counselor/nurse as theorist and practitioner.

### **GOALS**

In order to fulfill its mission, the 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.

5. To ensure that students receive accurate, timely, and helpful advising information.

## ADMISSION REQUIREMENTS FOR MASTER'S DEGREE PROGRAMS

Application materials are available from the School of Graduate Studies Office. Most master's program students may enter at the beginning of any semester or summer term. Students are admitted to the counseling and religion programs in the fall semester only. To apply for initial admission to graduate study, the applicant should submit the following:

1. A completed application, either paper format with a \$40 non-refundable processing fee, or online at [www.gradschool.gardner-webb.edu](http://www.gradschool.gardner-webb.edu).
2. An official transcript of all previous academic work beyond the high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released to the Graduate School Office. (Use form provided with application.)
3. Scores on either the Graduate Record Examination; Miller Analogies Test; or for appropriate programs, PRAXIS II Subject Assessment.
4. Three professional references on Gardner-Webb Graduate School reference forms (references from family members not acceptable).
5. For programs leading to graduate level educator's license, evidence of A level North Carolina Teacher's license or equivalent.
6. For the Nursing, School Counseling, and Mental Health Counseling programs, proof of criminal background record check for all states of residence for the past five (5), (Nursing ten(10) years) and a statement of residence verification.
7. For the Nursing program, immunization records and a current unrestricted license to practice as a Registered Nurse.

When all documents have been received, they will be evaluated by the Dean of the School of Graduate Studies and the chair or coordinator of the program area. The applicant will be notified of the decision. Prospective counseling and religion majors must schedule an interview with the appropriate faculty members before formal admission. (See descriptions of those programs for additional admissions requirements.) Students are notified of their admission status as soon as possible after completing the admissions process. Because of 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 follow the usual procedure for admission with these exceptions:

1. Transcripts must first be submitted to World Education Services for evaluation before being mailed to the Graduate School Office. Application for WES evaluations may be found in the Graduate School office or online at [www.WES.org](http://www.WES.org).
2. A satisfactory TOEFL score must be submitted unless English is the native tongue.
3. A Gardner-Webb form, Statement of Financial Responsibility, must be filled out, signed, and accompanied by a letter from student's or sponsor's bank showing amount to cover one year of graduate study.
4. Once the student's file is completed and an admissions decision has been made, the Graduate School Office will send the student an I20 Form, enabling the student to apply for a visa.

## 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 the various Master's degree programs may be granted full admission. These requirements include the following:

1. a bachelor's degree from a regionally accredited institution of higher education with a minimum grade point average of 3.0 for Mental Health Counseling and School Counseling, 2.7 for Nursing, and 2.5 for all other master's degree programs;
2. satisfactory scores on either the Graduate Record Examination, Miller Analogies Test, or PRAXIS II Subject Assessment (acceptable for Elementary Education, English Education, Middle Grades Education, School Administration);
3. three positive professional and/or academic references;
4. an A level teaching license or equivalent for those who are pursuing a graduate degree leading to graduate level licensure.

Applicants to the School or Mental Health Counseling, English or English Education, School Administration, Sport Pedagogy, Religion, or Nursing programs should see the descriptions of those programs for additional requirements.

### PROVISIONAL

An applicant who does not meet the formal requirements for full admission to a master's degree program may be granted provisional admission. A student admitted with provisional status must meet any conditions attached to his/her admission before being granted full admission. Deficiencies may include lack of undergraduate course prerequisites or background in the discipline, low test scores, low undergraduate grade point average, or the need to complete student teaching or teacher licensure. No student may be admitted to a degree program who has a grade point average lower than 2.25 on all college work attempted or the last 64 hours of undergraduate work attempted.

In most instances students must meet conditions of provisional admission within the first six hours of graduate work completed at Gardner-Webb. One obvious exception would be otherwise qualified applicants provisionally admitted to programs leading to graduate-level licensure because they are simultaneously pursuing initial licensure in the same discipline, who as a result of scheduling constraints may sometimes be unable to meet the condition of completing initial licensure requirements until they are well into their graduate program. Any other 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.

## SPECIAL \*

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 master of arts degree at Gardner-Webb.

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.

## 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 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.

## \* 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;
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 programs.

These courses include at least the following:

CEDU 615	The Helping Relationship
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 690,691,692	Mental Health Counseling Internships
CEDU 675,695,696	Practicum and Internships in School Counseling
CEDU 699	Professional Development of Mental Health Counselor

**\* POLICY FOR ADMISSION OF SPECIAL OR TRANSIENT STUDENTS IN MASTER OF SCIENCE IN NURSING PROGRAM**

Students admitted to the Master of Science in Nursing (MSN) Program select an area of specialty practice following completion of the core requirements in the program. Graduate faculty of the School of Nursing (SON) believe that limiting clinical and practicum experiences to only those students enrolled in the MSN Program at Gardner-Webb University ensures an optimal learning experience designed for these students. Therefore, the SON has a special policy and procedure regarding the admission of special or transient students into clinical/practicum courses in the MSN Program. Students requesting special permission for admission to these courses will be evaluated on a case-by-case basis. Admission to any clinical/practicum course will be by permission of the professor of the course following consultation with the Dean of the SON and other MSN faculty.

Students requesting admission to clinical/practicum courses must meet the following requirements:

1. Current enrollment in a nationally accredited college or university in a Master of Science in Nursing Program similar to the MSN Program offered at Gardner-Webb University or graduation from a nationally accredited college or university in an MSN Program;
2. Submission of an official transcript demonstrating being in good standing with at least a 2.70 grade point average, or showing the degree conferred;
3. A current non-restricted license to practice as a Registered Nurse.
4. 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 University, and the reasons they cannot be taken at the individual's home institution.

Those courses which Gardner-Webb University and the SON consider to be clinical/practicum courses and which cannot be taken by students who are not enrolled in the Gardner-Webb University MSN Program include the following:

NURS 616 Advanced Nursing Specialty Practicum

#### APPLICANT

An applicant to a master's program may be granted permission to register for one semester of course work (typically no more than six, but eight for some programs) prior to finishing the admission procedure; however, he or she must have completed an application to the School of Graduate Studies. Credit earned will be considered graduate level work but may not be counted toward a master's degree at Gardner-Webb until the student meets admissions criteria when all credentials are assessed. The student must be admitted to the Graduate School in order for him or her to register for a second term of course work.

#### TRANSFER OF COURSES FOR GRADUATE CREDIT

The primary purpose of the transfer of credits policy is to grant incoming master's program students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb once they enter the program. 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 Master's program area 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 Master's degree at Gardner-Webb. A maximum of nine semester hours may be accepted into the Mental Health Counseling program, with consideration of three additional hours through an appeals process. Credit will not be given for courses taken more than six (6) calendar years before acceptance to graduate study nor for courses taken towards another completed master's 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.

Because of the modular curriculum and cohort nature of three master's programs, transfer credit may not be possible in the Master's of Executive Leadership Studies, Master's of Elementary Education and Master's of Middle Grades Education. These programs are designed and delivered in modules carrying six credit hours that do not match traditional three-hour courses. A candidate may request a conference with the department chair for each of these programs to evaluate transcripts for possible credit.

Because of the unique modular structure of Gardner-Webb's Ed.D. programs, no credits may be transferred into them.

## GRADUATE CREDIT FOR UNDERGRADUATE STUDENTS

Undergraduate students who want to take graduate courses for graduate credit are limited to six semester hours and must obtain permission of the faculty member teaching the course and the appropriate graduate coordinator or department chair before registering for a graduate course.

Students who earned a bachelor's degree at Gardner-Webb University may not transfer for graduate credit any 500- or 600-level course taken as an undergraduate if that course contributed in any way to the requirements for the bachelor's degree. Graduate level courses that did not contribute toward the bachelor's degree may, at the discretion of the department chair, count toward the master's degree or graduate level license.

## READMISSION OF FORMER STUDENTS

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. No application fee is charged for readmission.

## 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 Ed.D. and D.N.P. 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 Graduate School or the Director of Graduate Programs in Business. The Dean or Director 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.

## Graduate Programs

### Counseling

## Overview

- Master of Arts in School Counseling
- Master of Arts/Education Specialist in Mental Health Counseling

## Education

- Overview
- Master of Arts in Elementary Education (K-6)
- Master of Arts Middle Grades Education (6-9)
- Master of Arts in Executive Leadership Studies (K-12)
- School Administration Add-On Licensure
- Master of Arts in School Counseling
- Education Specialist in Executive Leadership
- Doctor of Education in Curriculum and Instruction
- Doctor of Education in Executive Leadership

## English

- Master of Arts in English
- Master of Arts in English Education

## Nursing

- Overview
- Master of Science in Nursing -- Administration
- Master of Science in Nursing -- Education
- Master of Science in Nursing -- Family Nurse Practitioner
- Certificate Programs in Administration, Education, and Family Nurse Practitioner
- Doctor of Nursing Practice

## Physician Assistant Studies

(Beginning Spring 2014, pending provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant and accreditation from the Southern Association of Colleges and Schools)

- Master of Physician Assistant Studies

## Religion

- Overview
- Master of Arts in Religion

## Sport Pedagogy

- Overview
- Master of Arts in Sport Pedagogy

## Academic Information

Gardner-Webb offers the Master of Arts (M.A.) degree in the following areas: Elementary Education (K-6), English, English Education (9-12), Executive Leadership Studies (K-12), Middle Grades Education (6-9), Sport Pedagogy, and Religion. It also offers the Master of Science in Nursing (M.S.N.) in the following areas: Nursing Administration, Nursing Education, and Family Nurse Practitioner. Pending the approval of accrediting bodies, the Master of Physician Assistant Studies (MPAS) will enroll students beginning Spring 2014. It offers the Ed.S. in Executive Leadership and the Doctor of Education (Ed.D.) in Curriculum and Instruction and Educational Leadership.

Courses are offered in evenings, on weekends, and during summer months to accommodate the schedules of working professionals, both at on-campus and off-campus locations in North Carolina. Off-campus courses are offered in face-to-face, hybrid, and online formats. Graduate students are not required to meet a residency requirement.

For students who have met all prerequisites, the programs consist of from 30 to 116 semester hours, depending upon the degree area.

## **LIBRARY SERVICE FOR GRADUATE STUDENTS AT OFF-CAMPUS CENTERS**

Students attending off-campus classes may call Dover Memorial Library on campus at 800-253-8330 to request books and materials or access the library via the internet at [www.gardner-webb.edu](http://www.gardner-webb.edu). Remote access to NC LIVE is also available via the library link on the Gardner-Webb University webpage.

The following agreement has been reached with the C.G. O'Kelly Library at Winston-Salem State University to assist Gardner-Webb graduate students attending the Forsyth and Surry centers.

1. Area students who are Non University of North Carolina affiliated may utilize the circulation, reference and periodical collections at Winston-Salem State University by becoming city patrons. The annual fee is ten dollars (\$10.00) per person.
2. Valid identification verifying current enrollment at Gardner-Webb University must be presented at the time of application. A card with an identifying bar code and the patron's address will be maintained at the Circulation Desk. An identification card such as a driver's license should be presented for all subsequent circulation transactions.
3. Books from the main collection are checked out for three weeks or until the end of the academic term for Winston-Salem State University, whichever is less. Items in the reserve collection may be used within the library only.
4. Fines accrue at twenty- five cents per day; abuse of overdue and fine regulations will result in loss of check-out privileges.
5. Patrons are notified of overdue items. Unpaid fines and lost book charges will be forwarded to Gardner-Webb University for collection. Books may not be checked out by patrons having \$25 or more in outstanding fines and/or overdue materials.
6. Check-out of heavily used materials may be restricted at the discretion of the library staff.
7. Lost book charges include book replacement cost plus a five-dollar handling fee.
8. Changes in address must be reported to the C.G. O'Kelly Circulation staff.
9. Periodicals, reference books and other non-circulation materials may NOT be borrowed for outside use.

10. Web/Internet connections to University of North Carolina system online catalogs are available at all online terminals.

Students may also use the facilities of the Z. Smith Reynolds Library at Wake Forest University; there is a fee for check-out privileges.

## COMPREHENSIVE EXAMINATIONS

The successful completion of a comprehensive examination is required for graduate programs in English, Religion, School Counseling, and Sport Pedagogy. The following policies govern the administration of this examination.

1. The comprehensive examination includes questions related to the student's entire program, and the entire examination is read and approved by the student's comprehensive examination committee.
2. Only written comprehensive examinations are administered.
3. Students may take the comprehensive examination either during their last semester of course work or the following semester.
4. Successful completion of the comprehensive examination is not a part of any existing course structure.
5. Comprehensive examinations are evaluated by a Graduate Faculty Examination Committee, composed of at least three persons selected by the chair or coordinator of the appropriate department. A Comprehensive Examination Form, signed by the committee, is submitted to the School of Graduate Studies Office and becomes a part of the student's records. Successful completion of the comprehensive examination is defined as approval by a majority of the examining committee.
6. Students who fail the comprehensive examination may be retested on the failed portion(s) of the examination after a minimum of two weeks from the date of the first examination. Students who fail the comprehensive examination a second time must make written appeal to the Graduate Council in order to be considered for a third examination. Comprehensive examinations may be taken only three times.
7. The School of Graduate Studies Office emails guidelines every semester with advising and registration information.

The M.A. in Executive Leadership Studies, the Ed.S. in Executive Leadership, and the Ed.D. in Educational Leadership require that an electronic portfolio be rated as passing for a candidate in the program to be approved for graduation. Degree is awarded at 70% proficiency and licensure is recommended at 100% proficiency.

## 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 license. 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.

## POLICIES ON PROBATION, SUSPENSION, DISMISSAL IN GRADUATE SCHOOL

A student must have an average of 3.0 overall to be awarded the M.A., M.S., Ed.S., D.N.P., or Ed.D. degree. 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. The 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" grade will be suspended until the I is replaced by a regular grade, at which time other probation and suspension rules will apply.

### 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.

### 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. A student may repeat one course in which a C grade was earned; the second grade will count for GPA purposes but will not replace the initial C grade. Only one of the courses will count toward degree requirements. 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 DISMISSAL

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.

### REPEATING COURSES IN GRADUATE SCHOOL

Courses may be taken only once with the exception given under the F and C grade policies above.

## ACADEMIC GRIEVANCE AND APPEAL PROCEDURES FOR GRADUATE SCHOOL 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.**

## 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.**

## Accreditation

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award Associate, Baccalaureate, Master's and Doctoral degrees. 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 education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the North

Carolina Department of Public Instruction. The School Counseling and Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Science in Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326).

## **ADMISSION REQUIREMENTS FOR ED. D PROGRAM**

### ADMISSION PREREQUISITES

Applicants to the Curriculum and Instruction track must possess a master's degree, have a minimum of three years successful teaching experience, and have an appropriate teaching license. A letter indicating appropriate experience may be submitted in lieu of license.

Applicants to the Educational Leadership track must hold an entry-level license in school administration, possess a master's degree, and have a minimum of three years successful administrative/teaching experience.

### ADMISSION REQUIREMENTS

Applicants must do the following:

1. Complete the application (available online).
2. In the application packet send a copy of the current educator's license (or letter mentioned above).
3. Submit a \$40.00 non-refundable application fee, either check, credit card, or money order—no cash.
4. Have five (5) people who know the applicant's work as an educator or graduate student and potential fill out the recommendation form. At least one reference must be completed by someone at the central office level. (Fill out the top part of the reference form first.)
5. Arrange to have an official transcript of all master's level work sent to applicant in an envelope sealed by the registrar or directly to the Graduate Admissions Office.
6. Submit a personal essay explaining applicant's purpose in wanting to earn a doctoral degree in Curriculum and Instruction or Educational Leadership (as appropriate) and include in the application packet.
7. Arrange to take the Graduate Record Exam (General Test) and have those scores sent to the Graduate Admissions Office from the testing agency.
8. Applicants for these programs are required to submit an Internship Supervision Form and a Cohort Form. For the Education Leadership program, the supervisor must be a central office level administrator.

Please submit the above items by April 1 for Fall consideration to the following address:

OFFICE OF GRADUATE ADMISSIONS  
P.O. BOX 7308  
GARDNER-WEBB UNIVERSITY  
BOILING SPRINGS, NORTH CAROLINA 28017

When the application folder is complete, it will be sent to the School of Education for admission consideration. Applicants with the highest profile ranking will be invited to participate in interviews with the Ed.D. Admissions Committee.

## ADMISSION REQUIREMENTS FOR D.N.P. PROGRAM

Application for admission to the DNP Program is made through the Gardner-Webb University Graduate Admissions Office. 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.

1. A completed School of Graduate Studies Application (available and submitted on line).
2. Submit a \$40.00 non-refundable application fee, either check, credit card, or money order—no cash.
3. Current unrestricted licensure to practice as a Registered Nurse (verified online by Graduate Admissions).
4. A cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts.
5. An MSN Degree from a regionally accredited institution with a nationally accredited program as evidenced by official graduate transcripts.
6. Certifications in practice area (if applicable).
7. Verification of immunizations submitted on provided form.
8. Three letters of recommendation (professional and academic) submitted on provided form.
9. Validation of the number of hours of nursing practice completed post-baccalaureate as part of a supervised academic program submitted on provided form.
10. Validation of the number of years of specialty practice experience by employment completed post-master's (signature of employer(s) submitted on provided form).
11. Current curriculum vitae.
12. Written essay addressing your goals related to doctoral education in nursing, including description of a practice research interest.
13. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state of residence during the past ten years.

Please mail the above by February January 15th to:

OFFICE OF GRADUATE ADMISSIONS  
P.O. BOX 7308  
GARDNER-WEBB UNIVERSITY  
BOILING SPRINGS, NORTH CAROLINA, 28017

Upon receipt of your Application Packet and Criminal Background Check your documents will be reviewed by the School of Nursing Admission Committee for admission consideration. The highest qualified applicants will be invited to participate in interviews with the School of Nursing Admission Committee. Applicant folders must be complete for consideration.

## Master of Arts in Counseling

### 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.

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

## GOALS

The goal of the graduate programs in counseling is to prepare students for professional careers in counseling through courses in the 8 core areas as required by CACREP: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Within that framework, the objectives are to:

1. Provide an environment that promotes the core value of relational work with others;
2. Provide coursework that develops the knowledge, skills, and dispositions necessary to become effective professional counselors;
3. Promote an ethical sense in counseling students that demonstrates respect for diversity and honors our common humanity;
4. Promote an understanding of the changing profession of counseling and the need for continuing education and lifelong learning.

## STUDENT LEARNING OUTCOMES

- Students will learn the core value of relational work with others through faculty/student interactions, class-related activities, practicum, and internship.
- Students will develop professional counseling skills.
- Students will appreciate professional ethics in counseling.
- Students will develop proficiencies in research, writing, and presentation skills.
- Students will develop an appreciation for lifelong learning through professional development opportunities.
- Students will be prepared to obtain licensure as a Licensed Professional Counselor or School Counselor.

## FIELDS OF STUDY

- M.A.in School Counseling (pre-K - 12)
- M.A./Ed.S. in Mental Health Counseling
- M.Div/M.A./Ed.S. in Mental Health Counseling

The Mental Health Counseling and School Counseling programs in Boiling Springs follow an annual cohort model. The Mental Health Counseling program in Statesville admits counselor trainees every three years. Students admitted to either 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.

# School Counseling (Pre-K-12)

**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.

## GOALS

1. Graduate students will participate in curricular experiences in each of the following areas of school counseling: foundations; contextual dimensions; program development, implementation, and evaluation; individual and group counseling; classroom guidance; and consultation services.
2. Graduate students will demonstrate skills appropriate to beginning counselors as required by the North Carolina Department of Public Instruction School Counselor Program Approval Standards and recommended by professional counseling associations and credentialing bodies.
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 and through a comprehensive examination process.
4. Program graduates will be recommended by the GWU School of Education, the university school-related licensing agent, for graduate level licensure in school counseling.

**Hours: 48 semester hours**

## 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.

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.

## 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 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 School of Graduate Studies and counseling 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 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.

## COURSE REQUIREMENTS

### A. Professional Component

CEDU 610	Counseling Theories 3 SH
CEDU 618	Comprehensive Developmental School Counseling Programs 3 SH
CEDU 620	Methods of Research and Program Evaluation 3 SH
CEDU 650	Legal, Ethical, and Professional Issues in Counseling 3 SH
CEDU 665	Multicultural Counseling 3 SH
CEDU 635	Advanced Psychopathology 3 SH
CEDU 605	Advanced Human Growth and Development 3 SH

### B. Skill Component

CEDU 615	The Helping Relationship 3 SH
CEDU 616	Methods of Assessment and Evaluation 3 SH
CEDU 625	Group Counseling 3 SH
CEDU 640	The Counselor as Professional, Practitioner, and Consultant 3 SH
CEDU 645	Career Development: Theory and Practice 3 SH
CEDU 621	Crisis Intervention Counseling 3 SH

### C. Applied Component

CEDU 675	Practicum in School Counseling 3 SH
CEDU 695	Internship in School Counseling 3 SH
CEDU 696	Internship in School Counseling 3 SH

While there is a recommended sequence for completing courses in the School Counseling Program, all courses in both the school and mental health counseling curricula are open to all counseling students who have prerequisites and permission of the professor. Graduate students should talk with their advisors when planning a course of study to ensure smooth progression through the program and to include courses required to become licensed as professional counselors.

[Click here to view the courses for School Counseling.](#)

## Master of Arts/Ed. Specialist

### MENTAL HEALTH COUNSELING

COORDINATORS: DR. WILLIE FLEMING AND DR. ANGELA SHORES

Mental Health Counseling is a professional counseling specialty which involves the application of principles of counseling, human development, learning theory, group dynamics, and the assessment of mental illness and dysfunctional behavior. Mental Health Counseling includes the practice of prevention, early intervention, and treatment of mental and emotional disorders for individuals, families, and/or groups and consultation and education for community groups interested in promoting healthy lifestyles in the community.

The School of Psychology and Counseling offers a three-year degree culminating in a Master of Arts and Education Specialist degree (M.A./Ed.S.). Students are required to complete all 60 hours of required coursework before the degrees are conferred. Upon graduation, the student will have satisfied the educational requirements for pursuit of the Licensed Professional Counselor (LPC) credential.

### DESCRIPTION

The M.A./Ed.S. 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 practica and internships.

### GOALS

1. In accordance with CACREP standards, curricular experiences, and demonstrated knowledge in each of the following areas of mental health counseling will be required: mental health foundations, contextual dimensions, clinical principles, general practice, and specific strategies of mental health counseling.
2. Graduate students will develop skills appropriate to beginning counselors in each of the areas specified above as required by state and national professional associations and by credentialing bodies.
3. Graduate students will demonstrate their understanding of the importance of continuing professional development, an underlying code of ethics, legal considerations, and standards of professional conduct in

classes and in appropriate agency-based practicum and internship experiences.

4. Students will be prepared to take the National Counselor Examination and complete all educational requirements for the LPC license.
5. Students will understand theory and appropriate standards of practice with identified special populations in mental health facilities.
6. Character and maturity will be nurtured throughout the program as moral, ethical, spiritual, and psychological dimensions of all areas of work are addressed.

**Hours: 60 semester hours**

## CRITERIA FOR ADMISSION

The requirements for the role of a mental health counselor are both personal and intellectual. During an admissions interview the faculty will 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, developmental.
3. Satisfactory test scores on either the Graduate Record Examination or the Miller Analogies Test within the past 5 years.
4. Three positive letters of academic and/or professional reference.
5. A successful interview by faculty within the program.
6. A questionnaire requiring applicants to respond to questions relative to the pursuit of a counseling graduate degree.
7. Proof of satisfactory criminal background record check for all states of residence for the past five (5) years with a residence verification statement. (See Admission Requirements for the School Counseling program for more detailed information.)

## COURSE REQUIREMENTS

### A. Professional Component

CEDU 610	Counseling Theories 3 SH
CEDU 620	Methods of Research and Program Evaluation 3 SH
CEDU 650	Legal, Ethical and Professional Issues in Counseling 3 SH Multicultural Counseling 3 SH
CEDU 665	CEDU 640 The Counselor as Professional, Practitioner, and Consultant 3 SH
CEDU 635	Advanced Psychopathology 3 SH
CEDU 605	Advanced Human Growth and Development 3 SH
CEDU 699	Professional Development of the Mental Health Counselor 3 SH

*(CEDU 699 is the Capstone Experience for the program)*

## **B. Skill Component**

CEDU 616	Methods of Assessment and Evaluation 3 SH
CEDU 615	The Helping Relationship 3 SH
CEDU 625	Group Counseling 3 SH
CEDU 655	Psychodiagnostics and Treatment Planning 3 SH
CEDU 645	Career Development: Theory and Practice 3 SH
CEDU 621	Crisis Intervention Counseling 3 SH
CEDU 646*	Couples and Family Counseling 3 SH
CEDU 630*	Individual Psychological Assessment and Measurement 3 SH
CEDU 647*	Child and Adolescent Counseling 3 SH
CEDU 660*	Substance Abuse Counseling Seminar 3 SH
CEDU 667*	Seminar on Contemporary Issues in Counseling 1-3 SH
CEDU 692*	Internship in Mental Health Counseling 3 SH

\* Electives: Students choose three courses for a total of nine semester hours credit. Courses listed in BOLD print are core classes.

## **C. Applied Component**

CEDU 670	Practicum in Mental Health Counseling 3 SH
CEDU 690	Internship in Mental Health Counseling 3 SH
CEDU 691	Internship in Mental Health Counseling 3 SH

All courses in both the school and mental health counseling curricula are open to all counseling students who have prerequisites and permission of the professor. All core courses should be completed before any student enters the 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.

## **M. DIV./M.A./ED.S. IN MENTAL HEALTH COUNSELING DEGREE**

Gardner-Webb offers a combined M.Div./M.A./Ed.S. in Mental Health Counseling. 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, follow 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.

**[Click here to view the courses for Master of Arts/Ed. Specialist in Mental Health Counseling.](#)**

# Course Descriptions

## COUNSELOR EDUCATION

### **CEDU 605 ADVANCED HUMAN GROWTH AND DEVELOPMENT**

*3 semester hours*

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.

### **CEDU 610 COUNSELING THEORIES**

*3 semester hours*

A study of historical, traditional, and current approaches to psychotherapy. In-depth analysis of the philosophical, practical, and culturally-responsive aspects of major theories including behavioral, cognitive, humanistic, and systemic. Students will begin to formulate a personal model of counseling.

### **CEDU 615 THE HELPING RELATIONSHIP**

*3 semester hours*

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, set appropriate counseling goals, design and implement intervention strategies, evaluate client outcome, successfully terminate the counselor-client relationship, and maintain appropriate professional boundaries.

### **CEDU 616 METHODS OF ASSESSMENT AND EVALUATION**

*3 semester hours*

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.

### **CEDU 618 COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS**

*3 semester hours*

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 615, CEDU 625, CEDU 640 and/or permission of professor.

### **CEDU 620 METHODS OF RESEARCH AND PROGRAM EVALUATION**

*3 semester hours*

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.

### **CEDU 621 CRISIS INTERVENTION COUNSELING**

*3 semester hours*

Didactic and experiential training in crisis intervention counseling with attention to major types of crises. Developmental, cultural/ethnic, and gender issues explored.

Prerequisite: CEDU 615 and/or permission of professor.

### **CEDU 625 GROUP COUNSELING**

*3 semester hours*

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 615 and/or permission of professor.

### **CEDU 630 INDIVIDUAL PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT**

*3 semester hours*

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

### **CEDU 635 ADVANCED PSYCHOPATHOLOGY**

*3 semester hours*

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.

### **CEDU 640 THE COUNSELOR AS PROFESSIONAL, PRACTITIONER AND CONSULTANT**

*3 semester hours*

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 615 and/or permission of professor.

### **CEDU 645 CAREER DEVELOPMENT: THEORY AND PRACTICE**

*3 semester hours*

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.

### **CEDU 646 COUPLES AND FAMILY COUNSELING (ELECTIVE)**

*3 semester hours*

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.

### **CEDU 647 CHILD AND ADOLESCENT COUNSELING (ELECTIVE)**

*3 semester hours*

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.

## **CEDU 650 LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING**

*3 semester hours*

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.

## **CEDU 655 PSYCHODIAGNOSTICS & TREATMENT PLANNING**

*3 semester hours*

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 610, CEDU 635

## **CEDU 660 SUBSTANCE ABUSE COUNSELING (ELECTIVE)**

*3 semester hours*

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.

## **CEDU 665 MULTICULTURAL COUNSELING**

*3 semester hours*

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.

## **CEDU 667 SEMINAR ON CONTEMPORARY ISSUES IN COUNSELING (ELECTIVE)**

*1 to 3 semester hours*

This course offers students the opportunity to learn new information, enhance clinical skills, read current literature, and gain experience on varying contemporary topics.

## **CEDU 670 PRACTICUM IN MENTAL HEALTH COUNSELING**

*3 semester hours*

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.

### **CEDU 675 PRACTICUM IN SCHOOL COUNSELING**

*3 semester hours*

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 610, CEDU 615, CEDU 618, CEDU 625, CEDU 650, CEDU 621, CEDU 605, an undergraduate course in classroom management, and permission of professor.

### **CEDU 690/691 INTERNSHIP IN MENTAL HEALTH COUNSELING**

*3/3 semester hours*

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.

### **CEDU 695/696 INTERNSHIP IN SCHOOL COUNSELING**

*3/3 semester hours*

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.

### **CEDU 670C, 675C CONTINUING PRACTICUM**

### **CEDU 690C, 691C, 695C, 696C CONTINUING INTERNSHIP**

*3 semester hours*

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.

## **CEDU 699 PROFESSIONAL DEVELOPMENT OF THE MENTAL HEALTH COUNSELOR**

*3 semester hours*

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.

## **Master of Arts in Education**

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**

- **Elementary Education**
- **Middle Grades Education**
- **Executive Leadership Studies**

## **ELEMENTARY EDUCATION (K-6)**

COORDINATOR: DR. JENNIFER PUTNAM

The Master of Arts program in Elementary Education includes thirty-three semester hours in five blended cohort classes, including 3 semester hours of capstone development. Each candidate shall present a final capstone of an action research project during the final class. Knowing, understanding and practicing core teaching standards requires that candidates must know and understand current expectations of teaching standards and exhibit them in class activities. This program builds upon the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching in K-6. In order to obtain graduate-level licensure, students must hold initial licensure in Elementary Education.

## PURPOSE

Graduates of the Master of Arts in Elementary Education program are encouraged to be self-reflective, lifelong learners who design, implement, and evaluate elementary school curriculum and instruction; interpret and apply current research findings; and conduct relevant classroom research.

## GOALS

The Master of Arts in Elementary Education is designed to meet the following program goals.

1. Provide a study of the theoretical base, research, and exemplary practices of current trends and issues in elementary education.
2. Provide preparation necessary to meet the intellectual, social, physical, and personal development needs of the K-6 learner.
3. Provide opportunities to acquire knowledge and skills needed to meet diverse needs of students in inclusive classroom settings.
4. Provide opportunities to utilize current technologies and to integrate technology in the classroom.
5. Provide advanced expertise in teaching communication skills across the curriculum.
6. Provide opportunities to develop teachers as leaders who are agents of change in the schools, in the local community, and in the global community.
7. Provide opportunities to develop and refine leadership styles and skills through a process of active engagement in learning, self-reflection, planning, collaboration, reflective teaching, and development of interpersonal and motivational skills.
8. Provide a learning environment that fosters respect and ethical principles in teacher/student and colleague relationships.

## COURSE REQUIREMENTS

EDUC 631 Curriculum Foundations for Development of 21st Century

Teacher Leaders 6 SH

EDUC 697 1 HR capstone

EDUC 632 Measurement, Assessment, and Action Research for

Teacher Leaders 6 SH

EDUC 633 Special Topics for Elementary Teacher Leaders 6 SH

EDUC 697 1 SH capstone

EDUC 634 Strategies for Teaching All Students in the 21st Century 6 SH

EDUC 635 Diagnostic Assessment Procedures for Teaching Literacy 6 SH

EDUC 697 1 SH capstone

EDUC 699 1 SH capstone continuation

### Degree Program

1. Each course in the Elementary Education program includes assignments that lead to the final capstone project. One semester hour will be added to the first, third, and fifth cohort courses leading to the final capstone presentation in the last class. Action research will be utilized by the candidate in developing the capstone project.
2. The capstone requirements will be outlined in the one hour classes and students will begin the process during the first class. The rubric utilized to evaluate the capstone includes teacher knowledge and leadership, respectful educational environment, content and curriculum expertise, student learning, and reflection.
3. The final capstone will be presented during the final course in the cohort to the final course education faculty member and to a group of ten interested peers. The candidate's faculty committee will determine his/her worthiness to be awarded the Master's Degree in Elementary Education.
4. If capstone is not successfully defended by the end of the program requirements, the candidate will continue to take EDUC 699 (1 hour credit) until all requirements are met.

[Click here to view the courses for Elementary Education.](#)

## Course Descriptions

### Elementary Education (K-6)

#### **EDUC 631 CURRICULUM FOUNDATIONS FOR DEVELOPMENT OF 21ST CENTURY TEACHER LEADERS**

*6 semester hours*

A study of the philosophical, cultural, and historical foundations of education. An examination and analysis of curriculum development and legal issues as they relate to design, implementation, and evaluation within the learning community.

#### **EDUC 632 MEASUREMENT, ASSESSMENT, AND ACTION RESEARCH FOR TEACHER LEADERS**

*6 semester hours*

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. A study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning.

#### **EDUC 633 SPECIAL TOPICS FOR ELEMENTARY TEACHER LEADERS**

*6 semester hours*

A study of significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s). The student(s) and professor will collaboratively plan the focus and assessment of the course. A specialized study of current/critical trends and issues in elementary education. Included will be an emphasis on developmentally appropriate elementary education practices grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards.

### **EDUC 634 STRATEGIES FOR TEACHING ALL STUDENTS IN THE 21ST CENTURY**

*6 semester hours*

An examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the elementary classroom. A study of the characteristics and educational needs of individuals with special needs. Emphasis is on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular elementary school classroom are explored throughout the course.

### **EDUC 635 DIAGNOSTIC ASSESSMENT PROCEDURES FOR TEACHING LITERACY**

*6 semester hours*

A study of the diagnostic-prescriptive approach to teaching communication skills including experience in using formal and informal modes of assessment. A materials fee will be charged for this course. An advanced study of children's literature exploring the continuum from emergent to literacy to independent reading. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum through literature.

### **EDUC 697**

*1 semester hour capstone*

Capstone research is the culminating written work for the Master's in Elementary Education and Master's in Middle Grades programs. The purpose of capstone research is to plan and implement an action research project in the classroom and /or school. Candidates will be expected to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. It is written by a degree candidate when he or she is in the process of completing the five core cohort courses, and particularly within the three one hour capstone classes designed exclusively to assist candidates in completing the requirement. The candidates are expected to present the final capstone action research project during the final course. The paper is written as the final capstone requirement for EDUC 635 (elementary) and EDUC 645 (middle grades) and will be presented during the final course. If this requirement is not met by this time, the candidate will continue to take EDUC 699 until the requirement is met.

### **EDUC 699**

*1 semester hour capstone*

This course is a continuation of EDUC 697. Candidates will be expected to complete their capstone project designed to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. Students will continue to enroll in this course until

their capstone project has been completed.

## MIDDLE GRADES EDUCATION (6-9)

COORDINATOR: DR. KELLY TAYLOR

The Master of Arts program in Middle Grades Education includes thirty-three semester hours in five blended cohort classes, including 3 semester hours of capstone development. Each candidate shall present a final capstone of an action research project during the final class. Knowing, understanding and practicing core teaching standards requires that candidates must know and understand current expectations of teaching standards and exhibit them in class activities. This program builds upon the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching middle grades. In order to obtain graduate-level licensure, students must hold initial licensure in Middle Grades Education.

The Master of Arts program in Middle Grades Education includes thirty-three semester hours in five components. The primary focus of the program is to enhance middle level teachers' understanding and knowledge of the theoretical base, research, and exemplary practices of middle level education including, but not limited to, the nature of the young adolescent, developmentally appropriate instruction and advanced content area knowledge.

The program leads to recommendation for graduate-level NC licensure for those who hold initial middle grades licensure.

### PURPOSE

Graduate courses for the Master's Degree in Middle Grades Education are designed to assist in the advanced preparation of individuals who teach or desire to teach in a middle school. The Middle Grades Program allows learners to improve professional skills; "wrap theory in practice"; and enhance content area, pedagogical, and integration expertise. Students will benefit from a synthesis of current research and classroom applications. This program culminates in a capstone experience requiring an innovative project designed collaboratively by the student and the student's committee.

### GOALS

The Master of Arts in Middle Grades Education is designed to meet the following program goals:

1. Provide an analysis of the theoretical base, current research, and exemplary practices of middle grades education.
2. Provide advanced preparation in young adolescent development within cultural and social contexts (family changes, health and safety, risk behaviors).
3. Develop an extended understanding of the comparative history and philosophy of middle grades education, and theories about its future development, including organizational components, assessment, and evaluation in the middle school setting.
4. Provide opportunities to analyze and design middle school curricula and evaluate the impact of current instructional practices and school policies on the learning of young adolescents.
5. Provide advanced content expertise and curriculum integration in one or more fields of teaching.



6. Provide opportunities to utilize current technologies and to integrate technology in the middle school classroom.
7. Develop teachers as leaders who are agents of change.
8. Provide an action research capstone synthesizing middle school theory, research, and practice.

## COURSE REQUIREMENTS

EDUC 641 Philosophy, History, and the True Middle School 6 SH

EDUC 697 1 SH capstone

EDUC 642 Measurement, Assessment, and Action Research for 21st Century Teachers 6 SH

EDUC 643 Current Issues in Middle Grades Education 6 SH

EDUC 697 1 SH capstone

EDUC 644 Teaching Strategies for Diverse Populations 6 SH

EDUC 645 Teaching Content Literacy in the Age at Accountability 6 SH

EDUC 697 1 SH capstone

EDUC 699 1 SH capstone continuation

### Degree Program

1. Each course in the Middle Grades program includes assignments that lead to the final capstone project. One semester hour will be added to the first, third, and fifth cohort courses leading to the final capstone presentation in the last class. Action research will be utilized by the candidate in developing the capstone project.
2. The capstone requirements will be outlined in the one hour classes and students will begin the process during the first class. The rubric utilized to evaluate the capstone includes teacher knowledge and leadership, respectful educational environment, content and curriculum expertise, student learning, and reflection.
3. The final capstone will be presented during the final course in the cohort to the final course education faculty member and to a group of ten interested peers. The candidate's faculty committee will determine his/her worthiness to be awarded the Master's Degree in Middle Grades Education.
4. If capstone is not successfully defended by the end of the program requirements, the candidate will continue to take EDUC 699 (1 hr. credit) until all requirements are met.

[Click here to view the courses for Middle Grades Education.](#)

## Course Descriptions

### Middle Grades Education (6-9)

#### EDUC 641 PHILOSOPHY, HISTORY, AND THE TRUE MIDDLE SCHOOL

*6 semester hours*

A study of middle school history, philosophy, and future endeavors. An application and examination of the tenets

of developmentally responsive middle level education, motivation and management, teachers as leaders, teaming and exemplary middle level practices across the curriculum.

### **EDUC 642 MEASUREMENT, ASSESSMENT, AND ACTION RESEARCH FOR 21ST CENTURY TEACHERS**

*6 semester hours*

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. A study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning.

### **EDUC 643 CURRENT ISSUES IN MIDDLE GRADES EDUCATION**

*6 semester hours*

A study of significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s). The student(s) and professor will collaboratively plan the focus and assessment of the course. A specialized study of current/critical trends and issues in elementary education. Included will be an emphasis on developmentally appropriate elementary education practices grounded in the standards of the professional learned societies, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards.

### **EDUC 644 TEACHING STRATEGIES FOR DIVERSE POPULATIONS**

*6 semester hours*

An examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the middle grades classroom. A study of the characteristics and educational needs of individuals with special needs. Emphasis is on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions. Strategies for teaching both identified and at-risk students in the regular middle grades classroom are explored throughout the course.

### **EDUC 645 TEACHING CONTENT LITERACY IN THE AGE AT ACCOUNTABILITY**

*6 semester hours*

A study in either middle grades mathematics, communication skills, social studies, or science with emphasis on high stakes testing, its effects on middle level teachers and learners, and the utilization of various assessment data to improve instruction. An advanced study of children's literature exploring the continuum from emergent to literacy to independent reading. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum through literature.

### **EDUC 697**

*1 semester hour capstone*

Capstone research is the culminating written work for the Master's in Elementary Education and Master's in

Middle Grades programs. The purpose of capstone research is to plan and implement an action research project in the classroom and /or school. Candidates will be expected to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. It is written by a degree candidate when he or she is in the process of completing the five core cohort courses, and particularly within the three one hour capstone classes designed exclusively to assist candidates in completing the requirement. The candidates are expected to present the final capstone action research project during the final course. The paper is written as the final capstone requirement for EDUC 635 (elementary) and EDUC 645 (middle grades) and will be presented during the final course. If this requirement is not met by this time, the candidate will continue to take EDUC 699 until the requirement is met.

## **EDUC 699**

*1 semester hour capstone*

This course is a continuation of EDUC 697. Candidates will be expected to complete their capstone project designed to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. Students will continue to enroll in this course until their capstone project has been completed.

## **Executive Leadership Studies (K-12)**

CHAIR: DR. DAVID W. SHELLMAN

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. 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 twenty-one (21) competencies.

ADDITIONAL ADMISSION CRITERION:

A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Applicants must hold a valid teaching license in a curriculum area.

## **PURPOSE**

The purpose 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.

## **GOALS**

The Executive Leadership Studies program is designed to meet the following program goals for prospective school administrators:

1. Provide a foundation in the principles and procedures of educational administration, curriculum

development, and instructional improvement.

2. Promote the development of the ability to implement and evaluate models of instruction and methods of supervision in the classroom and other school settings.
3. Foster the development of the ability to evaluate classroom teachers within an academic environment.
4. Develop the capacity to interpret and implement educational research in the total school program.
5. Provide preparation for service as instructional and educational leaders.

## MELS COURSE OF STUDY

MELS 601 Executive Leadership in a 21st Century Change Environment 6 SH

MELS 602 Research and Assessment for 21st Century Executive Leaders 6 SH

MELS 603 Resource Management for 21st Century Executive Leaders 6 SH

MELS 604 21st Century Curriculum and Instructional Development 6 SH

MELS 605 21st Century School Leadership 6 SH

MELS 697 Internship 6 SH

## LICENSURE IN SCHOOL ADMINISTRATION

Experienced, licensed North Carolina educators who already have a master's degree may become licensed in school administration through the School Administration Add-On Licensure program.

## ADMISSION REQUIREMENTS

- Completed application to the School of Graduate Studies showing employment history required by NCDPI: three years of teaching or professional educator experience (e.g., school counseling), or a position as an assistant principal
- Official transcript of master's degree from regionally accredited institution
- Current North Carolina educator's license
- Three professional references on School of Graduate Studies reference forms (references from family members or friends are not acceptable)

## MELS COURSE REQUIREMENTS FOR ADD-ON LICENSURE

MELS 601 Executive Leadership in a 21st Century Change Environment 6 SH

MELS 698 School Administration Certification Only 0 SH

MELS 603 Resource Management for 21st Century Executive Leaders 6 SH

MELS 698 School Administration Certification Only 6 SH

MELS 605 21st Century School Leadership 6 SH

MELS 697 Internship 6 SH

[Click here to view the courses for Executive Leadership Studies.](#)

## Course Descriptions

### Executive Leadership Studies (K-12)

#### MELS 601 EXECUTIVE LEADERSHIP IN A 21ST CENTURY CHANGE ENVIRONMENT

*6 semester hours*

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.

### **MELS 602 RESEARCH AND ASSESSMENT FOR 21ST CENTURY EXECUTIVE LEADERS**

*6 semester hours*

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.

### **MELS 603 RESOURCE MANAGEMENT FOR 21ST CENTURY EXECUTIVE LEADERS**

*6 semester hours*

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.

### **MELS 604 21ST CENTURY CURRICULUM AND INSTRUCTIONAL DEVELOPMENT**

*6 semester hours*

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.

### **MELS 605 21ST CENTURY SCHOOL LEADERSHIP**

*6 semester hours*

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.

### **MELS 697 INTERNSHIP**

*1 to 3 semester hours*

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.

### **MELS 698 SCHOOL ADMINISTRATION (CERTIFICATION ONLY)**

*0 semester hours*

Students who are in the non-degree add-on licensure-only program will be automatically registered for this course during their second and fourth semesters. Internship Committee fees will be charged during these semesters.

### **MELS 699 INTERNSHIP CONTINUATION**

*1 semester hour*

The internship continuation course is available to students who have completed the 36 semester-hour MELS program but not completed the electronic portfolio at a level worthy of a Master of Arts Degree in Executive Leadership Studies or have not completed the requirements for licensure required by the North Carolina State Board of Education. In order to complete these requirements the student must have the assistance of their Internship Supervisor; therefore, the student must be enrolled at Gardner-Webb University. A student may take MELS 699 multiple times.

## **Master of Arts in English**

COORDINATOR: DR. CHERYL DUFFUS

This program is designed to include two options: either twenty-four hours of course credit plus six hours of thesis credit, or thirty hours of course credit with no thesis. In either case the candidate must take comprehensive exams either in the last semester of course work or during the following semester.

### **ADMISSION REQUIREMENTS**

Admission requirements are the same as those for entry into other master's degree programs in the Graduate School at Gardner-Webb with these additions:

1. Applicants for the MA in English are required to submit a writing sample. This sample must be a documented research essay of 2000 or more words on a literary subject, be presented in MLA format, and incorporate at least three works beyond the primary work. This essay can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format.
2. Students without substantial undergraduate coursework in English should expect to be required to take undergraduate courses prior to admission in order to obtain background needed to be successful in graduate study in English. Students without substantial undergraduate coursework in English will be evaluated on an individual basis. Typically, 12-15 hours of literature coursework are expected to be completed prior to admission.

3. Applicants must also submit a 250-word Statement of Purpose that addresses the following: your interest in pursuing a graduate degree in English; any areas of study or intellectual interests that excite you; and your particular interest in the Gardner-Webb M.A. in English program. The Statement of Purpose must be submitted electronically in Rich Text Format.

## PURPOSE

The purpose of the program is to offer capable students an opportunity to advance their skills in literary analysis and to expand their knowledge in literature, writing, and literary theory. The program will prepare students to be scholars who have not only mastered a body of knowledge in the field but who have also developed the research skills to be self-educating learners. In addition, a Master's degree in English can prepare a student for doctoral studies or for being an instructor at the community college level. Students seeking NC Teaching Licensure, either initial or graduate, should consult the Graduate Coordinator for the MA in English Education program.

## GOALS

The Master of Arts in English program is designed to meet the following goals:

1. Graduate students will master important texts in British, American and World Literature.
2. Graduate students will become conversant in both older and more current theories and methods of literary criticism.
3. Graduate students will master the skills necessary for scholarship as each class will emphasize the development of research skills and familiarity with secondary sources in the content area.

## COURSE REQUIREMENTS

ENGL 671                      Literary Theory 3 SH

**27 additional hours selected from the following:**

ENGL 555                      Special Topics 3 SH

ENGL 611                      Seminar in British Literature 3 SH

ENGL 613                      British Literature: Selected Authors 3 SH

ENGL 631                      Seminar in American Literature 3 SH

ENGL 633                      American Literature: Selected Authors 3 SH

ENGL 651                      Literature: A World Perspective 3 SH

ENGL 673                      Contemporary Trends in Literature 3 SH

ENGL 675                      Young Adult Literature 3 SH

ENED 683                      The Teaching of Writing 3 SH

ENGL 690                      Thesis Prospectus 3 SH\*

ENGL 691                      Thesis 3 SH.\*

\*Students selecting the thesis option take 690 first, and then 691. If the thesis is not completed and signed in the first semester the student takes 691, the student will repeat 691 in successive semesters until the thesis is signed (repeating during the summer term is at the discretion of the student and advisor). The grade for 691 is pass/fail in semesters in which the thesis is not completed. The grade for 691 in the semester in which the thesis

is signed is A, B, C, or F. Students who choose not to complete a thesis cannot use credits awarded for English 690 or 691 towards the degree.

Seminar and topics courses may be repeated with the approval of the coordinator of the program.

## THE THESIS OPTION

A prospectus must be approved by the candidate's thesis committee before work on the thesis proper can begin. The thesis committee will consist of the thesis director and two other English faculty members. At the end of the program, candidates who have selected the thesis option will submit a master's thesis which must be approved by the candidate's committee.

[Click here to view the courses for Master of Arts - English.](#)

## Course Descriptions

### English

#### **ENED 681 SEMINAR IN CURRENT ISSUES AND METHODS OF TEACHING ENGLISH**

*3 semester hours*

Focus is on addressing particular, contemporary concerns of practicing English teachers while infusing students with new ideas and enthusiasm about standard English-teacher concerns: literature, grammar, language. Attention given to significant current issues such as assessment and incorporating technology into the English class. High level of student participation required.

Prerequisite: undergraduate teaching methods course or permission of professor accompanied by additional reading assignments.

#### **ENED 683 THE TEACHING OF WRITING**

*3 semester hours*

Theories, research, and practice in the teaching of writing.

#### **ENED 685 THE READING/WRITING CONNECTION IN SECONDARY ENGLISH**

*3 semester hours*

Study of theoretical and practical bases for integrating the teaching of reading and writing in the English curriculum. Focuses on the processes of reading and writing about literature.

#### **ENED 690/691/692 ENGLISH TEACHER AS RESEARCHER**

*3/1/2 semester hours*

Emphasis on qualitative and classroom-based research methodologies, culminating in a significant action-



research project using the student's teaching community as the laboratory and students as the subjects.

Students should register as soon as possible in their graduate program, but preferably after taking ENED 681, 683, or 685. In ENED 690 students will meet with the professor initially to discuss readings on classroom-based research methodology and then will design and propose a project. 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 formal written report of the research project.

Prerequisite: for ENED 690-permission of professor; for ENED 691-ENED 690; for ENED 692-ENED 691.

### **ENGL 555 SPECIAL TOPICS**

*1 to 3 semester hours*

The study of selected themes, theories, and developments in literature and the English language. Topics vary according to student interest and needs.

### **ENGL 611 SEMINAR IN BRITISH LITERATURE**

*3 semester hours*

Topics in British literature, with emphasis on group participation and presentation.

### **ENGL 613 BRITISH LITERATURE: SELECTED AUTHORS**

*3 semester hours*

Focuses on selected authors in British literature who have contributed to distinctive developments in literary form, theme, and style.

### **ENGL 631 SEMINAR IN AMERICAN LITERATURE**

*3 semester hours*

Topics in American literature, with emphasis on group participation and presentation.

### **ENGL 633 AMERICAN LITERATURE: SELECTED AUTHORS**

*3 semester hours*

Focuses on selected authors in American literature who have contributed to distinctive developments in literary form, theme, and style.

### **ENGL 651 LITERATURE: A WORLD PERSPECTIVE**

*3 semester hours*

Focuses on literature other than the traditional British and American canon as expressions of diverse cultures.

### **ENGL 671 LITERARY THEORY**

*3 semester hours*

A survey of theories of literature and criticism with particular attention to recent theories and application to reading and teaching. Includes coverage of historical development of theory.

### **ENGL 673 CONTEMPORARY TRENDS IN LITERATURE**

*3 semester hours*

Focuses on contemporary development of the creative genres, with primary emphasis on fiction. Particular emphasis on works by women, indigenous people, and minority groups whose contributions to literature have been recognized only in the relatively recent past.

### **ENGL 675 YOUNG ADULT LITERATURE**

*3 semester hours*

An in-depth examination of the field of young adult literature. Includes examining practical and creative applications of course content in order to enhance the study of literature in the secondary classroom.

### **ENGL 690 THESIS I**

*3 semester hours*

Composition of a prospectus for a research and analytical thesis on a subject appropriate to the degree.

### **ENGL 691 THESIS II**

*3 semester hours*

Development of a research and analytical thesis on a subject appropriate to the degree. After the student takes ENGL 690, this course must be taken in successive semesters until the thesis is complete.

Prerequisite: ENGL 690

## **English Education (9-12)**

COORDINATOR: DR. SHANA V. HARTMAN

The Master of Arts in English Education (9-12) provides teachers with an intimate learning environment of small classes and one-on-one collaboration with professors. This program includes thirty semester hours in professional and content area studies. It leads to a recommendation for graduate-level NC Teaching License for those who possess initial licensure in 9-12 English. Graduate students who do not have initial licensure may obtain the degree but not the graduate-level license; however, obtaining initial licensure while completing graduate coursework is possible for qualified applicants. 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. Many of the graduate students in the program attend and present at local conferences, join important professional networks (ex. National Writing Project), and become teacher leaders and liaisons between their schools and Gardner-Webb University. Notable courses include "The Teaching of Writing" and "Young Adult Literature."

## **ADMISSION REQUIREMENTS**

Admission requirements are the same as those for entry into other master's degree programs in the Graduate School at Gardner-Webb with these additions:

1. Applicants for the MA in English Education are required to submit a writing sample. This sample must be one of the following: (1) a documented research essay of 2000 or more words on a literary subject, presented in MLA format, and incorporating at least three works beyond the primary work, or (2) appropriately documented detailed lesson plans for a unit of literary study. This writing sample can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format, either by email or on a disc (a hard copy may be submitted in addition, but the electronic copy is required).
2. Applicants must submit a 250-word Statement of Purpose that addresses the following: their reasons for pursuing a graduate degree in English Education, any areas of teaching secondary English that interest them, and their particular interest in the Gardner-Webb M.A. in English Education program. The Statement of Purpose must be submitted electronically in Rich Text Format.
3. Students without substantial undergraduate coursework in English should expect to be required to take undergraduate courses prior to admission in order to obtain background needed to be successful in graduate study in English. Students who do not meet these standards will be evaluated on an individual basis.

## PURPOSE

The purpose of the Master of Arts in English Education (9-12) is to support the professional development of teachers of English who contribute to the community in which they teach through effective communications skills, through understanding and appreciation of literature of diverse cultures, through understanding of the importance of critical and independent thinking, through action research, and through knowledge of and reflection on effective teaching practices and strategies, including the use of appropriate technology.

## GOALS

The goals of the program, in accordance with State Department guidelines, are that participants will:

1. Increase content area knowledge through various literature courses which recognize the scope and diversity of literature and its origins as well as the importance of a variety of skills in literary criticism and critical analysis.
2. Become better writers and teachers of writing through increased understanding of the writing process and of rhetorical principles.
3. Understand the importance of research, theory, planning, practice, and reflection in curriculum development and in the teaching of English.
4. Apply research to real-world experiences in order to improve classroom practice through action.
5. Develop the ability to be peer leaders as a result of their instructional expertise, knowledge of learners, research expertise, and ability to connect subject matter and learners.

## COURSE REQUIREMENTS

### A. Professional Requirements (6 semester hours)

ENED 690/691/692

The English Teacher as Researcher 3/1/2 SH

### B. Methodology Requirements (6 semester hours selected from courses below)

ENED 681	Seminar in Current Issues and Methods of Teaching English 3 SH
ENED 683	The Teaching of Writing 3 SH
ENED 685	Reading/Writing Connection 3 SH

**C. Content and Curriculum Requirements (18 semester hours selected from courses below)**

ENGL 555	Special Topics 3 SH
ENGL 611	Seminar in British Literature 3 SH
ENGL 613	British Literature: Selected Authors 3 SH
ENGL 631	Seminar in American Literature 3 SH
ENGL 633	American Literature: Selected Pieces 3 SH
ENGL 651	Literature: A World Perspective 3 SH
ENGL 671	Literary Theory 3 SH
ENGL 673	Contemporary Trends in Literature 3 SH
ENGL 675	Young Adult Literature 3 SH

**D. Capstone Experience and Products of Learning (0 semester hours credit)**

Professional Reflections Portfolio

1. Each course in the M.A. in English Education program with an ENED prefix includes assignments for the Professional Reflections Portfolio. Usually these assignments ask students to develop teaching plans which involve applying aspects of the course's content in their teaching situations, with the use of technology encouraged when appropriate.
2. English 690/691/692, The English Teacher as Researcher, culminates in a formal report of an action research project. The action research report is also a part of the portfolio.
3. At the end of the program's course work, students are asked to reflect on and synthesize what they have learned with what they do in their own classrooms. They select two areas of content knowledge (from among the six ENGL courses they have taken) and write teaching guides or publishable unit plans in which they apply this content knowledge to their teaching situations.
4. Portfolios are presented to English faculty and graduate students and evaluated by a faculty committee to determine the student's worthiness to be awarded the M.A. in English Education degree.

**M.DIV/M.A. IN ENGLISH OR ENGLISH EDUCATION DEGREE**

Gardner-Webb offers a combined M.Div./M.A. in English or M.A. in English Education 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.

[Click here to view the courses for English Education.](#)

**Course Descriptions**

# English

## **ENED 681 SEMINAR IN CURRENT ISSUES AND METHODS OF TEACHING ENGLISH**

*3 semester hours*

Focus is on addressing particular, contemporary concerns of practicing English teachers while infusing students with new ideas and enthusiasm about standard English-teacher concerns: literature, grammar, language. Attention given to significant current issues such as assessment and incorporating technology into the English class. High level of student participation required.

Prerequisite: undergraduate teaching methods course or permission of professor accompanied by additional reading assignments.

## **ENED 683 THE TEACHING OF WRITING**

*3 semester hours*

Theories, research, and practice in the teaching of writing.

## **ENED 685 THE READING/WRITING CONNECTION IN SECONDARY ENGLISH**

*3 semester hours*

Study of theoretical and practical bases for integrating the teaching of reading and writing in the English curriculum. Focuses on the processes of reading and writing about literature.

## **ENED 690/691/692 ENGLISH TEACHER AS RESEARCHER**

*3/1/2 semester hours*

Emphasis on qualitative and classroom-based research methodologies, culminating in a significant action-research project using the student's teaching community as the laboratory and students as the subjects.

Students should register as soon as possible in their graduate program, but preferably after taking ENED 681, 683, or 685. In ENED 690 students will meet with the professor initially to discuss readings on classroom-based research methodology and then will design and propose a project. 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 formal written report of the research project.

Prerequisite: for ENED 690-permission of professor; for ENED 691-ENED 690; for ENED 692-ENED 691.

## **ENGL 555 SPECIAL TOPICS**

*1 to 3 semester hours*

The study of selected themes, theories, and developments in literature and the English language. Topics vary according to student interest and needs.

**ENGL 611 SEMINAR IN BRITISH LITERATURE**

*3 semester hours*

Topics in British literature, with emphasis on group participation and presentation.

**ENGL 613 BRITISH LITERATURE: SELECTED AUTHORS**

*3 semester hours*

Focuses on selected authors in British literature who have contributed to distinctive developments in literary form, theme, and style.

**ENGL 631 SEMINAR IN AMERICAN LITERATURE**

*3 semester hours*

Topics in American literature, with emphasis on group participation and presentation.

**ENGL 633 AMERICAN LITERATURE: SELECTED AUTHORS**

*3 semester hours*

Focuses on selected authors in American literature who have contributed to distinctive developments in literary form, theme, and style.

**ENGL 651 LITERATURE: A WORLD PERSPECTIVE**

*3 semester hours*

Focuses on literature other than the traditional British and American canon as expressions of diverse cultures.

**ENGL 671 LITERARY THEORY**

*3 semester hours*

A survey of theories of literature and criticism with particular attention to recent theories and application to reading and teaching. Includes coverage of historical development of theory.

**ENGL 673 CONTEMPORARY TRENDS IN LITERATURE**

*3 semester hours*

Focuses on contemporary development of the creative genres, with primary emphasis on fiction. Particular emphasis on works by women, indigenous people, and minority groups whose contributions to literature have been recognized only in the relatively recent past.

**ENGL 675 YOUNG ADULT LITERATURE**

*3 semester hours*

An in-depth examination of the field of young adult literature. Includes examining practical and creative applications of course content in order to enhance the study of literature in the secondary classroom.

## **ENGL 690 THESIS I**

*3 semester hours*

Composition of a prospectus for a research and analytical thesis on a subject appropriate to the degree.

## **ENGL 691 THESIS II**

*3 semester hours*

Development of a research and analytical thesis on a subject appropriate to the degree. After the student takes ENGL 690, this course must be taken in successive semesters until the thesis is complete.

Prerequisite: ENGL 690

# **Master of Arts in Religion**

COORDINATOR: DR. EDDIE STEPP

The M.A. in Religion is a thirty-six (36) semester-hour program. It includes eighteen (18) hours taken from a common core offered by the Department of Religion Studies and Philosophy. Students select an additional twelve (12) hours in the department in a Biblical Studies/Languages concentration, or they select a concentration outside the department in the School of Psychology and Counseling, Department of English Language and Literature, School of Divinity, or School of Education. The Department of Religious Studies and Philosophy must approve these concentrations. Students must also meet all requirements established by the schools/departments involved for taking courses outside of the Department of Religious Studies. Students also select six hours from one of two tracks: the research track (thesis research and writing) or the teaching track (a pedagogy course and an internship in university teaching).

## **ADMISSION REQUIREMENTS**

In addition to the basic requirements for admission to the University's School of Graduate Studies (a bachelor's degree from a regionally accredited institution of higher learning, official transcripts, satisfactory scores on either the Graduate Record examination or the Miller Analogies Test, and three positive letters of recommendation), full admission is granted to students who have met the following requirements:

1. Demonstrated proficiency in the biblical languages (normally this proficiency will be achieved through three undergraduate semesters of Greek and three undergraduate semesters of Hebrew with a "C" or better in all language courses);
2. A major in religious studies or the equivalent with a GPA of 2.75 or greater;
3. Submit a 15-20 page research paper with documented research on a topic in the field of Religious Studies. This essay paper can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format by email to the School of Graduate Studies.
4. A successful departmental interview to determine academic preparation and vocational appropriateness of the degree for the prospective student (students desiring to work in pastoral ministry are directed to a

Master of Divinity program rather than the M.A. in Religion).

Students lacking the appropriate undergraduate background or language proficiency may be admitted provisionally until prerequisites are met through the completion of a prescribed program.

The Department of Religious Studies and Philosophy admits students into the Masters of Arts program for the fall semester. Prospective students are encouraged to submit all admission materials by March 15 for priority consideration. The deadline for completing the application process is May 1.

## 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
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 of religious studies.
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 semester hours)

- RELI 600 Research Seminar 3 SH
- RELI 605 Biblical Studies Seminar 3 SH
- RELI 640 Theological Studies Seminar 3 SH
- RELI 660 World Religions Seminar 3 SH
- RELI 680 Literature and Religion Seminar 3 SH

### One of the following three courses:

- RELI 650 Philosophy of Religion Seminar 3 SH
- RELI 630 Historical Studies Seminar 3 SH
- RELI 670 Psychology of Religion Seminar 3 SH

### B. Research or Teaching Track (6 hours)

Advances Research Track:   OR   Teaching Track:

- RELI 695           Thesis 6 SH       RELI 685 Religious Instruction Seminar 3 SH



### **C. Concentrations (12 hours)\***

(1) Biblical Studies/Languages within the Department

RELI 610 Advanced Hebrew Exegesis Seminar 3 SH

RELI 620 Advanced Greek Exegesis Seminar 3 SH

RELI 615 Old Testament Seminar 3 SH

RELI 625 New Testament Seminar 3 SH

OR

(2) Out of Department

With approval from the Department of Religious Studies and Philosophy and permission of the appropriate department/school, twelve (12) graduate hours may be taken from the Department of English Language and Literature, School of Divinity, School of Education, or School of Psychology and Counseling. These hours may be taken from one school/department or from a combination, based upon the student's vocational interests.

\*Students may choose a combination of courses from the Biblical Studies/Languages concentration along with out-of-department electives. However, students desiring to meet Ph.D. entrance requirements in the area of Biblical Studies/Languages are strongly encouraged to follow the Biblical Studies/Languages concentration and to examine the requirements of the specific Ph.D. program to which they wish to apply.

## **EXIT CRITERIA**

In order to graduate, all students in the program must pass comprehensive written examinations on their course work. These Students in the thesis track must pass a successful oral defense of their thesis. Those 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.

[Click here to view the courses for Master of Arts - Religion.](#)

## **Course Descriptions**

### **Religion**

**RELI 600 RESEARCH SEMINAR**

*3 semester hours*

A study of the appropriate tools, procedures and resources for research in the field of religion.

**RELI 605 BIBLICAL STUDIES SEMINAR**

*3 semester hours*

A study of contemporary approaches to interpreting the Biblical text.

**RELI 610 ADVANCED HEBREW EXEGESIS SEMINAR**

*3 semester hours*

An intensive study of selected portions of the Hebrew Bible.

**RELI 615 OLD TESTAMENT SEMINAR**

*3 semester hours*

An intensive study of selected topics in the Old Testament.

**RELI 620 ADVANCED GREEK EXEGESIS SEMINAR**

*3 semester hours*

An intensive study of selected documents in the Greek New Testament.

**RELI 625 NEW TESTAMENT SEMINAR**

*3 semester hours*

An intensive study of selected topics in the New Testament.

**RELI 630 HISTORICAL STUDIES SEMINAR**

*3 semester hours*

A study of selected topics in Christian history, Baptist history and American Christianity.

**RELI 640 THEOLOGICAL STUDIES SEMINAR**

*3 semester hours*

A study of selected topics and issues in theology studies.

**RELI 650 PHILOSOPHY OF RELIGION SEMINAR**

*3 semester hours*

A study of selected issues and problems found in philosophy of religion.

**RELI 660 WORLD RELIGIONS SEMINAR**

*3 semester hours*

A study of selected religions in terms of origins, leading figures and historical development.

**RELI 670 PSYCHOLOGY OF RELIGION SEMINAR**

*3 semester hours*

A study of various philosophical and empirical paradigms in the study of psychology of religion.

**RELI 680 LITERATURE AND RELIGION SEMINAR**

*3 semester hours*

A study of the interpretations of various literary forms with an emphasis on religious and moral significance.

**RELI 685 RELIGIOUS INSTRUCTION SEMINAR**

*3 semester hours*

A study of teaching methods and instructional design appropriate for college level teaching.

**RELI 690 GRADUATE INTERNSHIP**

*3 semester hours*

A supervised experience in teaching an approved religion course in a university classroom setting.

**RELI 695 THESIS**

*3 semester hours*

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.

## **Master of Arts in Sport Pedagogy**

COORDINATOR: DR. DEBORAH WARE

The Sport Pedagogy program 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**

Admission requirements are the same as those for entry into other master's degree programs in the School of Graduate Studies at Gardner-Webb with one addition. 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.

## PURPOSE

Graduate courses for the Master of Arts in Sport Pedagogy are 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.

## GOALS

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 science and pedagogy.
3. Develop the skills essential for the research of various aspects of sport science and 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.
6. Foster a responsibility to make positive change in the student's chosen profession and the global community.

## COURSE REQUIREMENTS

### **A. Methodology (6 semester hours)**

SPED 600 Research in Sport Pedagogy 3 SH

SPED 601 Instructional Strategies 3 SH

### **B. Science (6 semester hours)**

SPED 602 Scientific Principles of Human Performance 3 SH

SPED 603 Contemporary Concepts of Wellness 3 SH

### **C. Socio-Culture (6 semester hours)**

SPED 604 Sport in Society 3 SH

SPED 605 Sport and Physical Education for Diverse Populations 3 SH

### **D. Administration (6 semester hours)**

SPED 606 Sport and Physical Education Administration 3 SH

SPED 607 Legal Issues of Sport and Physical Education 3 SH

### **E. Elective (6 semester hours)**

SPED 608 Psychology of Sport 3 SH

SPED 609 Supervision and Evaluation of Instruction 3 SH

SPED 610 Theories of Motor Development 3 SH

SPED 611 Physical Education Seminar 3 SH

SPED 555 Special Topics 3 SH

[Click here to view the courses for Master of Arts in Sport Pedagogy.](#)

# Course Descriptions

## SPORT PEDAGOGY

### **SPED 555 SPECIAL TOPICS**

*3 semester hours*

A study of significant issues, trends, and/or practical problems in education. Content varies according to student interest and need.

### **SPED 600 RESEARCH IN SPORT PEDAGOGY**

*3 semester hours*

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.

### **SPED 601 INSTRUCTIONAL STRATEGIES**

*3 semester hours*

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.

### **SPED 602 SCIENTIFIC PRINCIPLES OF HUMAN PERFORMANCE**

*3 semester hours*

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.

### **SPED 603 CONTEMPORARY CONCEPTS OF WELLNESS**

*3 semester hours*

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.

### **SPED 604 SPORT IN SOCIETY**

*3 semester hours*

An examination of the issues and problems associated with play, games, and sport in a socio-cultural context.

### **SPED 605 SPORT AND PHYSICAL EDUCATION FOR DIVERSE POPULATIONS**

*3 semester hours*

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.

### **SPED 606 SPORT AND PHYSICAL EDUCATION ADMINISTRATION**

*3 semester hours*

A study of specific issues involved in the organization and administration of sport and physical education programs.

### **SPED 607 LEGAL ISSUES OF SPORT AND PHYSICAL EDUCATION**

*3 semester hours*

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.

### **SPED 608 PSYCHOLOGY OF SPORT**

*3 semester hours*

An analysis of the psychological aspects of sport with an emphasis on application and implications for teachers and coaches.

### **SPED 609 SUPERVISION AND EVALUATION OF INSTRUCTION**

*3 semester hours*

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.

### **SPED 610 THEORIES OF MOTOR DEVELOPMENT**

*3 semester hours*

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.

### **SPED 611 PHYSICAL EDUCATION SEMINAR**

*3 semester hours*

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.

# Doctor of Education

## CURRICULUM AND INSTRUCTION

COORDINATOR: DR. SYDNEY BROWN

The Doctor of Education Degree (Ed.D.) in Curriculum and Instruction at Gardner-Webb University is a 63-semester-hour program designed for potential and practicing curriculum facilitators who wish to develop and refine their curriculum skills to be used in complex organizations. Organizations are dynamic institutions whose practice is shaped by powerful and influential interests. As a result, the economic, political, social, and technological environment of organizations is always changing. Curriculum, written and practiced, will play a vital role in how organizations deal with constant change. The Doctor of Education Degree program is designed to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in curriculum roles by contributing to the planning, implementing and evaluating of curriculum.

## PURPOSE

The purpose of the Doctor of Education in Curriculum and Instruction is to develop curriculum leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

## GOALS

1. To engage candidates in critical analysis of curriculum theory and practice;
2. To engage candidates in disciplined inquiry in the field of curriculum and instruction;
3. To prepare candidates for making contributions to curriculum theory and practice;
4. To prepare candidates to become curriculum leaders in organizations.

## COURSE REQUIREMENTS

EDCI 700 Theory Development Module	6 SH
EDCI 701 Seminar	1 SH
EDCI 702 Issues and Models in Curriculum Module	6 SH
EDCI 703 Seminar	1 SH
EDCI 704 Research Design and Methods Module	12 SH
EDCI 705 Seminar	1 SH
EDCI 706 Reform and Change Theory Module	6 SH
EDCI 707 Seminar	1 SH
EDCI 708 Assessment and Evaluation Module	6 SH
EDCI 709 Seminar	1 SH
EDCI 710 Curriculum/Instruction Module	12 SH
EDCI 711 Seminar	1 SH
EDCI 712 Dissertation Module I	6 SH
EDCI 713 Dissertation Module II	3 SH
EDCI 714 Dissertation (Continuing)	3 SH (if needed)

[Click here to view the courses for Curriculum and Instruction.](#)

## Educational Leadership

COORDINATOR: DR. DOUG EURY

The Doctor of Education Degree in Educational Leadership (Ed.D.) 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 Doctor of Education Degree 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.

### PURPOSE

The purpose of the Doctor of Education in Educational Leadership is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

### GOALS

1. To engage candidates in critical analysis of educational theory and practice;
2. To engage candidates in disciplined inquiry in the field of education;
3. To prepare candidates for making contributions to educational theory and practice;
4. To prepare candidates to become leaders in educational institutions; and
5. To meet proficiency levels in licensure requirements.

### COURSE REQUIREMENTS

EDLS 700 Theory Development Module	6 hrs.
EDLS 701 Seminar	1 hr.
EDLS 702 Operational and Managerial Module	6 hrs.
EDLS 703 Seminar	1 hr.
EDLS 704 Research Module	12 hrs.
EDLS 705 Seminar	1 hr.
EDLS 706 Reform and Change Module	6 hrs.
EDLS 707 Seminar	1 hr.
EDLS 708 Organizational Behavior Module	6 hrs.
EDLS 709 Seminar	1 hr.
EDLS 710 Instructional Module	12 hrs.
EDLS 711 Seminar	1 hr.
EDLS 712 Dissertation Module I	6 hrs.
EDLS 713 Dissertation Module II	3 hrs.



[Click here to view the courses for Educational Leadership.](#)

## Educational Specialist

COORDINATOR: DR. STEPHEN LAWS

### PURPOSE

The Educational Specialist Degree (Ed.S.) in Executive Leadership at Gardner-Webb University is designed for potential and practicing educational leaders who aspire to develop and refine their leadership skills in complex organizations especially at the central office level. The Educational Specialist Degree program aims to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively as leaders in complex and dynamic educational environments. The Gardner-Webb University Executive Leadership Program utilizes a non-traditional approach to curriculum design and implementation with the incorporation of integrated modules as opposed to individual courses. The program's vision is to provide a response to the ever-changing economic, political, social, and technological environments present in today's schools that are not isolated entities.

### GOALS

1. To engage candidates to critical analysis of educational theory and practice;
2. To engage candidates in disciplined inquiry in the field of education;
3. To prepare candidates for making contributions to educational theory and practice;
4. To prepare candidates to become leaders in educational institutions; and
5. To meet proficiency levels in licensure requirements.

### COURSE REQUIREMENTS

ESEL 611: Executive Leadership at the District Level 6 SH

ESEL 612: Fiscal Management and Leadership 6 SH

ESEL 613: Research Methods and Program Evaluation 6 SH

ESEL 614: Policy Analysis in Executive Leadership 6 SH

ESEL 615: Leading Change for Educational Transformation 6 SH

ESEL 616: Organizational Communications and Technology Systems 6 SH

ESEL 697: Six hours of Internship 6 SH

[Click here to view the courses for Educational Specialist.](#)

## Course Descriptions

### Curriculum and Instruction

**ESEL 611: Executive Leadership at the District Level**

*6 semester hours*

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.

**ESEL 612: Fiscal Management and Leadership**

*6 semester hours*

This module examines finances and facilitates 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 education, how funds are administered, and trends toward the efficient utilization of resources.

**ESEL 613: Research Methods and Program Evaluation**

*6 semester hours*

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.

**ESEL 614: Policy Analysis in Executive Leadership**

*6 semester hours*

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 creates a positive environment for an educational organization.

**ESEL 615: Leading Change for Educational Transformation**

*6 semester hours*

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 enhancing the opportunity for organizational transformation.

**ESEL 616: Organizational Communications and Technology Systems**

*6 semester hours*

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.

### **ESEL 697: Six hours of Internship**

*6 semester hours*

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.

### **EDCI 700 THEORY DEVELOPMENT MODULE**

*6 semester hours*

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.

### **EDCI 702 ISSUES AND MODELS IN CURRICULUM MODULE**

*6 semester hours*

This module develops knowledge and understanding of historical and current trends in curriculum and instruction as they relate to past, present, and future educational design. An integrated approach to study will be utilized with an emphasis on analysis, decision making, management and problem-solving. Common theories and practice along with innovative practice provide required knowledge.

### **EDCI 704 RESEARCH DESIGN AND METHODS MODULE**

*12 semester hours*

Schools function as professional learning communities, thus making decisions based in inquiry and collaboration. This module develops the skills for individual and organizational inquiry.

### **EDCI 706 REFORM AND CHANGE THEORY MODULE**

*6 semester hours*

This module examines the historical background of curriculum reform and the impact upon teaching and learning in the educational environment. Emphasis will be placed on effectiveness, curriculum reform models, and successful leadership of managing curriculum change in turbulent times.

### **EDCI 708 ASSESSMENT AND EVALUATION MODULE**

*6 semester hours*

This module creates knowledge and understanding of various assessment and evaluation strategies used in classrooms to determine student learning. A research-based approach will provide students with proven strategies to study, develop, apply, and evaluate best practices. Included will be state and national accountability systems and their use and impact on schools and classrooms. Students will determine best practice in the use of state and national accountability information including ethical standards.

### **EDCI 710 CURRICULUM/INSTRUCTION MODULE**

*12 semester hours*

This course is designed for doctoral-level students who are pursuing a career in curriculum and instructional supervision at the school or system level. The main purpose of the course is to develop creative leadership skills that will enable the supervisor to promote teacher development and build professional community among teachers. Students will analyze the nature, focus, and attributes of instructional and supervisory leadership with attention to federal and state legislation such as NCLB and the ABCs. 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.

### **EDCI 701, 703, 705, 707, 711 MODULE SEMINAR/INTERNSHIP**

*1 semester hour each*

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.

### **EDCI 712 DISSERTATION MODULE I**

*6 semester hours*

### **EDCI 713 DISSERTATION MODULE II**

*3 semester hours*

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.

### **EDCI 714 DISSERTATION (CONTINUING)**

*1 to 3 semester hours*

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.

## **Educational Leadership**

## **EDLS 700 THEORY DEVELOPMENT MODULE**

*6 semester hours*

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.

## **EDLS 702 OPERATIONAL AND MANAGERIAL MODULE**

*6 semester hours*

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.

## **EDLS 704 RESEARCH MODULE**

*12 semester hours*

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.

## **EDLS 706 REFORM AND CHANGE MODULE**

*6 semester hours*

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.

## **EDLS 708 ORGANIZATIONAL BEHAVIOR MODULE**

*6 semester hours*

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.

## **EDLS 710 INSTRUCTIONAL MODULE**

*12 semester hours*

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.

### **EDLS 701, 703, 705, 707, 711 MODULE SEMINAR/INTERNSHIP**

*1 semester hour each*

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.

### **EDLS 712 DISSERTATION MODULE I**

*6 semester hours*

### **EDLS 713 DISSERTATION MODULE II**

*3 semester hours*

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.

### **EDLS 714 DISSERTATION (CONTINUING)**

*1 to 3 semester hours*

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.

## **The Graduate School of Business**

### ADVANCED STUDY OF BUSINESS IN A CHRISTIAN ENVIRONMENT

#### **INTRODUCTION**

The Graduate School of Business currently offers master degree programs in Master of Business Administration (MBA), Master of Accountancy (MAcc), International Master of Business Administration (IMBA), and Master of Wealth and Trust Management (MWTM). Two other degree programs are jointly offered with the M. Christopher White School of Divinity (MDiv/MBA) and the School of Nursing (MSN/MBA). In addition, the Graduate School of Business offers a Post Master (MBA-Plus) Certificate and a Business Foundations Certificate. The Graduate School of Business requires a minimum of 36 semester hours of graduate credits for an MBA, IMBA or MWTM degree and 30 semester hours for a MAcc degree. The MBA-Plus requires a minimum of 18 semester hours in the area of concentration. The programs are specifically structured to accommodate the needs of working professionals - people who are seeking new ways to remain competitive in the changing environment of business and accounting. Each face-to-face class meets only one evening a week for an entire semester and two evenings a week during the summer sessions. Many courses are offered online.

## 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.

Programs / Locations	Boiling Springs	Charlotte	Spartanburg	Winston-Salem	Statesville	Online
MBA	Partial offering	Partial offering	Partial offering	Partial offering	Partial offering	All Courses
IMBA	Partial offering	Partial offering			Partial offering	All Courses
MACC	Partial offering	Partial offering			Partial offering	All Courses
MWTM		Fall/Spring Offering				Summer Offering
MBA-Plus Certificate						All Courses
Business F. Certificate						All Courses

## 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.
3. Able to become productive citizens within their respective communities. The Graduate School of Business attempts to meet the above goals and objectives by offering Master of Business Administration, International Master of Business Administration, and Master of Accountancy degrees.

## FACULTY

Members of the Graduate Business Faculty hold doctoral degrees from major universities throughout the country and world. They have varied business experiences and bring to the classroom a mixture of practical and theoretical experience and training. The faculty is committed to providing a program of study, which clearly gives its participants an advantage when competing with others in today's business climate.

Classes are generally small at Gardner-Webb University and faculty members are accessible. Professors' priorities are given to teaching and serving the program's participants. Professors also engage in consulting and research activities; these pursuits are then used in the classroom to make lectures up-to-date and meaningful. This environment of personal attention and dedication to teaching distinguishes the programs from other universities.

## GARDNER-WEBB UNIVERSITY AND FREE ENTERPRISE

The University has been supported greatly over the years by Baptist churches, the Baptist State Convention of North Carolina, and men and women who gave their time and resources to provide students with an excellent Christian learning environment. Some of these supporters were successful business people who shared in Gardner-Webb University's commitment to the teaching of love and appreciation for the American free enterprise system. Many other small and large business entrepreneurs have made financial contributions that have enriched the University's campus community and enhanced its course offerings.

The graduate and undergraduate business programs provide opportunities for students to understand and experience the free market system. Student business organizations, on-campus seminars, and executive lectures help prepare students for successful business careers.

## STUDY ABROAD PROGRAM

International Master of Business Administration (IMBA) majors may be required to participate in a foreign study program offered through the Graduate School of Business. Other majors in the Graduate School of Business are encouraged to participate. Several programs are offered every year, over time including the major continents of the world, including Europe, Asia, Africa and South America. This program provides the individual with practical international educational experience regarding culture, customs, language, and the impact of international business. It is a unique educational opportunity for enrichment of the participants.

## GRADUATE SCHOOL OF BUSINESS (GSB)/EXECUTIVE ASSOCIATION

The GSB/Executive Association is an organization of current Graduate School of Business students, alumni and business executives united to provide network services to its members, and further develop and enhance the partnership between the University and the business community. The association is a self-supporting, not for profit organization, committed to meeting the needs of its members, the University and industry. The association objectives are:

- To provide social and professional activities for its members.



- Provide networking capabilities for its members, including employment opportunities.
- Invite nationally and world-renowned speakers to the campus.
- Promote a positive image of Gardner-Webb worldwide and increase public awareness.
- Maintain a strategic planning process that is conducive to addressing the current and future needs of the program; to meeting changing academic and business requirements.
- Develop stronger relationships with the business community.
- Provide availability of resources for consulting or problem resolution.

## STUDENT LIFE

Students enrolled in a graduate program at Gardner-Webb University are typically working professionals.

Therefore, programs are carefully designed to accommodate their needs, especially as they relate to work schedules. Graduate students have representation on the Graduate Council and are entitled to attend campus events, receive campus publications, and request services which are offered to students at Gardner-Webb.

Services offered include guidance and counseling, placement services, and the mail delivery of textbooks from the Campus Shop to students. Graduate students are invited to participate in campus life to the maximum extent of their desire and interest.

## THE ADMISSION PROCESS

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.

## APPLICATION PROCEDURES

Persons wishing to apply for admission to the Graduate School of Business Programs should request application materials from the Office of Graduate Admissions, or additional information can be found on the Graduate School of Business Admissions website <http://www.gardner-webb.edu/gsb>. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications. Gardner-Webb University seeks to enroll students from a variety of economic, occupational, racial, social, religious, and geographic backgrounds. To apply for initial admission to a graduate business program, the applicant should complete the following:

1. Submit an application form to the Office of Graduate Admissions along with a \$40 nonrefundable processing fee.
2. Submit a detailed resume of professional experience.
3. Arrange for an official transcript of all previous academic work beyond high school to be sent directly from each institution attended. The Privacy Act requires that each student request in writing that transcripts be released and sent to Admissions. Photocopies might help to expedite the admission process, but full admission will not be granted until original documents have been filed.
4. Have three evaluators mail confidential recommendation forms (downloadable from the website) directly

to Graduate School of Business Admissions: (1) current or past professor, (2) current or past supervisor, (3) academic or business professional, or any combination thereof.

5. Arrange for submission of an official report of graduate admissions test scores. The Graduate Management Admission Test (GMAT) is preferred, but the Graduate Record Examinations (GRE) is acceptable (See GMAT and GRE section for details). Photocopies might help to expedite the admission process, but full admission will not be granted until original documents have been filed.

## INTERNATIONAL STUDENTS' REQUIREMENTS

International students are strongly encouraged to apply for admission to Gardner-Webb University's Graduate School of Business. 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 first language.
2. WES - (Evaluation of Foreign Educational Credentials) Transcripts from institutions outside the United States must first be submitted to World Education Services, Inc. for a course-by-course evaluation before being mailed to the Director of Admissions.
3. PASSPORT - International students must provide to the office of admissions a copy of their passport as part of their admission material. ONLY international applicants planning to immigrate to the U.S.A. need to submit the following documentation in addition to items listed above:
4. VISA - International student must provide to the office of admissions a copy of their current Visa status as part of their admission material. Acceptable Visas eligible to study at GWU graduate business programs include: F1 student visa and H1B work/employment visa. Permanent Residents need to supply a copy of their permanent residency card.
5. Documents to Support Sponsor 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.
6. I-20 Request Form - International applicant 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.
7. 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 Transform Form, may be found online at <http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

## PREREQUISITES FOR ADMISSION FOR ALL MAJORS

An undergraduate business degree is not required for admission to the graduate business programs, but specific course material is required. The School of Business offers 500-level prerequisite courses (or Foundation Courses) each semester for students with prerequisite deficiencies. These courses earn undergraduate credit and will not count towards the graduate GPA. Students who have already taken the prerequisites must demonstrate mastery of the material normally taught in the following prerequisite courses either by offering a transcript demonstrating that the course has been completed with a grade of "C" or better, or through a waiver by successfully passing an exam.

## MWTM PREREQUISITES

	<b>Credit hours</b>
• Principles of Accounting I	3
• Principles of Accounting II	3
• Financial Management	3
• Principles of Marketing	3
• Microeconomics	3
• Macroeconomics	3
• CISS 300 (or Excel proficiency)	3
• Income Tax	3

The following courses satisfy the MWTM prerequisites:

- BADM501 Foundations of Accounting and Finance
- BADM502 Foundations of Marketing and Economics, and
- ACC425 Federal Income Tax

## MBA AND IMBA PREREQUISITES:

	<b>Credit hours</b>
• Principles of Accounting I	3
• Principles of Accounting II	3
• Financial Management	3
• Principles of Marketing	3
• Microeconomics	3
• Macroeconomics	3
• Microcomputers (or proficiency)	3
• Statistics or Business Statistics	3
• Management Science	3

The following courses satisfy the MBA and IMBA prerequisites:

- BADM501 Foundations of Accounting and Finance
- BADM502 Foundations of Marketing and Economics, and
- BADM503 Foundations of Management Science and Statistical Methods

## MACC PREREQUISITES:

In addition to the MBA and IMBA prerequisites, the MAcc Program requires:

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	Credit hours
• Intermediate Accounting I	3
• Intermediate Accounting II	3
• Auditing	3
• Accounting Information Systems	3
• Cost Accounting	3
• Income Tax	3

All graduate business students must meet the undergraduate business prerequisites to take courses in any of the graduate business programs and certificates or have the approval of the Director of Business Graduate Programs. Students who have not completed these requirements may be given conditional status and after satisfactorily completing business prerequisite deficiencies at Gardner-Webb University or elsewhere may be granted full admission. The Graduate School of Business offers fast-track foundations to meet the MBA and IMBA prerequisites. See Foundation (Prerequisite) Courses for MBA, IMBA, and MAcc section below for details.

#### GMAT OR GRE

Students are required to take a graduate admissions test in order to be admitted to graduate business studies.

The Graduate Management Admission Test (GMAT) is preferred, but the Graduate Record Examinations (GRE) is acceptable. A GMAT or GRE score can be used for evaluation only if the test has been taken within the last five years. Students must request GMAT or GRE scores to be sent directly to Gardner-Webb University by the testing agency. Applications for taking the GMAT or GRE may be obtained from the websites for the tests.

Specific testing locations and additional information for the GMAT may be found on the web site at <http://www.mba.com>. Specific testing locations and additional information for the GRE may be found on the website at <http://www.ets.org/bin/getprogram.cgi?test=gre>. There is not a minimum requirement for the GMAT or GRE scores. The GMAT or GRE score in combination with the GPA (or GPA of the last 64 credit hours) are accepted as general minimum criteria for admission to the Graduate Business Programs based on the following Quantitative Acceptance Index (QAI) formula:

$$QAI = [GMAT + (200 \times GPA) > 950].$$

If the applicant submits the GRE score, we will use the GRE® Comparison Tool for Business Schools available at:

[http://www.ets.org/gre/institutions/about/mba/comparison\\_tool](http://www.ets.org/gre/institutions/about/mba/comparison_tool)

#### LOW-SCORE GMAT OR GRE APPEAL

If the QAI is less than the minimum for the applicable graduate admissions test, the student can appeal to an Admissions Committee of the Graduate School of Business (ACGSB) faculty for admission based on some other strong indication of success in the program, since admission is based on an indication that the student will succeed in the graduate program.

## TYPES OF ENROLLMENT STATUS

Enrollment for 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 or IMBA degree program is granted full admission. These requirements are listed in the Application Procedure section, and, among other things, include the following specific requirements:

1. Graduate from a regionally accredited institution of higher education with a bachelor's degree;
2. Complete undergraduate course prerequisites or equivalents with a "C" or better. Persons who have not completed this requirement may be given "applicant admission," and after satisfactorily completing the required courses at Gardner-Webb University or elsewhere may be granted full admission (see Course of Instruction section);
3. Present 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;
4. Original transcripts;
5. Detailed resume of professional experience;
6. Three confidential letters of recommendation on official Gardner-Webb graduate admissions forms;
7. A satisfactory GMAT or GRE score according to the Quantitative Acceptance Index (QAI) formula.

### **PROVISIONAL ADMISSION**

Applicants who show potential for graduate study but do not meet the criteria for Full Admission may be admitted for up to 6 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. No student may be admitted to a degree program who has a grade point average lower than 2.25 on all college work attempted or on 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 resumé 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.

**CONDITIONAL STATUS**

An applicant with undergraduate course prerequisite deficiencies may be granted “Conditional Acceptance” and permission to register for undergraduate business course prerequisites from any of the programs prior to the completion of the admission procedure. Gardner-Webb University generally offers undergraduate courses encompassing Accounting, Economics, Finance, Marketing, Statistics, and Management Science at various times throughout the year. An individual having prerequisite deficiencies may not enroll in any of the program's graduate courses until all deficiencies have been removed.

The table below presents the requirements for Full Admission, Provisional Status, or Applicant Status. Applicants will be considered under any one of the following criteria:

Requirement or Condition	Full Admission	Provisional Status	Conditional Status
1. GMAT score exceeds 500	✓		
2. QAI-GMAT* ≥ 950	✓		
3. QAI-GMAT* between 750-949		✓	
4. Acceptable undergraduate GPA from an accredited school and two or more years of relevant professional experience as determined by Admission Committee of the Graduate School of Business (see Provisional Admission)		✓	
5. Students will be granted Conditional Acceptance status due to undergraduate course prerequisite deficiencies. A student having prerequisite deficiencies may not enroll in any of the graduate program's courses until all deficiencies have been removed or the student has been granted Provisional or Full Status.			✓

\*QAI-GMAT = [GMAT+(200XGPA)] or for GRE use the GRE® Comparison Tool for Business Schools to convert the GRE score to GMAT equivalent.

**SPECIAL STUDENT**

A student entering any of the programs to take courses for professional or career enhancement as a non-degree seeking student is granted special admission. Although students may earn as many credit hours as is desired to fulfill their professional or personal goals, a maximum of six semester hours of credit may be earned as a Special Student and applied toward any of the degree programs at Gardner-Webb University.

## TRANSIENT STUDENT

Transient status is assigned to an applicant from another recognized graduate institution who desires enrollment at Gardner-Webb University 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 application for admission and a letter that indicates good standing from the director or dean of the School or program in which he or she is currently enrolled.

## TRANSFER OF COURSES FOR GRADUATE CREDIT

With approval, a maximum of six semester hours may be accepted from a regionally accredited masters business program or equivalent toward the fulfillment of requirements for the graduate business (MWTM, MBA, IMBA or MAcc) degree or certificates at Gardner-Webb University. Credit will not be given for courses taken more than six calendar years before applying for admission to graduate study. Only courses with a grade of "B" or "A" will be considered for transfer and must be substantially parallel to Gardner-Webb University courses. Credit will not be given for courses taken to obtain another master's degree. Students currently enrolled in any of the programs at Gardner-Webb University must have prior written approval to take courses from another institution for transfer credit. Courses accepted in transfer admission are recorded as credit only. Grades are recorded on a transfer evaluation form, but no grade points or grade point averages are computed. The grade point average used for administering policy and for graduation is computed on academic credit earned at Gardner-Webb University. The Registrar interprets the transfer policy and certifies students for graduation. The primary purpose of the transfer credits policy is to grant incoming students credit for work previously completed. Students are expected to take the appropriate courses offered by Gardner-Webb University once they enter the program. Permission may be granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb University or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement.

Strong undergraduate students at Gardner-Webb University may be permitted, under special circumstances, to register for graduate courses with the permission of the Dean, Associate Dean, or Director of Graduate Studies in Business. Graduate-level courses may not be counted toward both the bachelor's and master's degrees. A student seeking to transfer courses must fill out the Request for Transfer of Credit Form available at <http://www.gardner-webb.edu/academics/academic-publications/graduate-catalog/academic-information/index>

## GENERAL ACADEMIC INFORMATION

FOR GENERAL ACADEMIC INFORMATION SUCH AS:

- Course Registration, Late Registration, Dropping, Adding, and Withdrawing from courses, Medical Withdrawal.
- Academic Load and Advising
- Challenge Examination Policy
- Library Information
- NOEL program for the Disabled
- University Writing Center
- Attendance Policy
- Grades and Reports
- Academic Renewal Policy

- Transcripts and Student Access to Educational Records

**Check the Academic information Section of this Catalog.**

## **ACADEMIC PROBATION, SUSPENSION, DISMISSAL**

### **MINIMUM CUMULATIVE GPA- GRADUATE SCHOOL OF BUSINESS**

A student must have an average of 3.0 overall GPA to be awarded the M.B.A., IMBA, and MAcc degrees, as well as the MBA-Plus Certificate. When the GPA falls below 3.0, the student is placed on probation. The program graduate faculty makes the decision on the stipulations that will apply to the probation status.

If the student does not attain a 3.0 overall GPA by failing to meet the stipulations, the student will be suspended from the program. The student may reapply after one year.

A student on academic probation who earns an "I" grade will be suspended until the "I" is replaced by a regular grade, at which time other probation and suspension rules will be applied.

### **@F GRADE**

Any admitted student receiving a grade of @F in a graduate business course will be suspended from the business 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 School of Business 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 student's grade point average, although the @F grade will remain on the student's official transcript. In calculating the hours to meet the degree requirements, only the hours earned from the repeated course will be included.

### **F GRADE**

Any admitted student receiving a grade of F in a graduate business 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 School of Business 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. 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. However, only the hours earned from the repeated course will be included in the calculation of hours to meet the degree requirements.

### **REPEATING @F OR F COURSES**

No more than one @F or F grade may be repeated. If a student makes more than one @F or F grade, the student will be dismissed from the Graduate School of Business.



## **C GRADE**

A student who receives nine hours of C grades will be suspended from the graduate business program in which the grades were received. The student may reapply to that program after one year. The School of Business 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 C, making at least a B. A student may repeat once any business graduate course in which a C grade was earned; the second grade will count for GPA purposes but will not replace the initial C grade. Only one of the courses will count toward degree requirements. 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 DISMISSAL**

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 the graduate business program may continue to pursue their degree in the other program.

## **REPEATING PASSED COURSES**

If a student decides that his/her mastery of a previously passed graduate business course will be improved by retaking the course, he or she may do so. All grades received for each course retaken will appear separately on the transcript in addition to the original grade, and 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.

## **TRANSFER COURSES WHILE ON SUSPENSION OR PROBATION**

A student may not take courses for transfer credit from another institution while on suspension or probation.

## **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.

<http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

## ACADEMIC HONESTY AND PERSONAL INTEGRITY

It is presupposed that all persons enrolling in the School of Business, 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 Dean or Associate Dean of the Godbold School of Business. Upon the conclusion of the formal review, the Dean or Associate Dean may take action, which may include but is not limited to probation, suspension, or counseling. If any party to the review, including the student, faculty member, or administrator, is not satisfied with the decision of the Dean or Associate Dean, he or she may request a hearing by the Appeals Committee, whose decision is final.

(See **Academic Honesty** section of this catalog.)

## READMISSION OF FORMER STUDENTS

Any student who does not register for three consecutive terms (the two summer sessions count as one term) must apply for readmission before resuming graduate work. The Graduate Business office keeps inactive files for a year after which students applying for readmission must submit all new application materials, including transcripts and letters of recommendation, GMAT score and interview. The student will be notified by the Graduate Business office of his/her new status. No application fee is charged for readmission.

## TIME LIMITS

Students have a time limit of six calendar years to complete their degree from the beginning of the term in which they are initially accepted.

## PROGRAMS

- Master of Business Administration
- Master of Accountancy
- International Master of Business Administration
- **Master of Wealth and Trust Management**
- Business Foundation Certificate
- MBA Plus Certificate

# Prerequisite Course Descriptions

## FOUNDATION (PREREQUISITE) COURSES FOR MBA, IMBA, AND MACC

An undergraduate business degree is not required for admission to the Masters of Business Administration or International Masters of Business Administration programs, but specific course material is required. The School of Business offers 500 level prerequisite courses each semester for students with prerequisite deficiencies. These courses are undergraduate courses and will not count towards the graduate GPA. Students who have already taken the prerequisites must demonstrate mastery of the material normally taught in the following prerequisite courses either by offering a transcript demonstrating that the course has been completed with a grade of "C" or better, or through a waiver by successfully passing an exam. All foundation courses have an ethics component included.

MBA, IMBA, and MAcc foundation (prerequisite) requirements for students with a non-accounting undergraduate degree:

### **BADM 501 FOUNDATIONS OF ACCOUNTING AND FINANCE**     *3 semester hours*

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. 3-0-3.

### **BADM 502 FOUNDATIONS OF MARKETING AND ECONOMICS**     *3 semester hours*

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. 3-0-3.

### **BADM 503 FOUNDATIONS OF MANAGEMENT SCIENCE AND STATISTICAL METHODS**     *3 semester hours*

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. 3-0-3.

# Graduate Course Descriptions

## ACCOUNTING COURSES

### **ACCT 600 MANAGERIAL ACCOUNTING**

*3 semester hours*

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.

### **ACCT 601 FEDERAL INCOME TAX**

*3 semester hours*

Integration of advanced theory, planning and research of federal income tax provisions from both and 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.

### **ACCT 602 ADVANCED FEDERAL INCOME TAX**

*3 semester hours*

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.

### **ACCT 603 PARTNERSHIP & S CORPORATION TAXATION**

*3 semester hours*

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.

### **ACCT 604 ESTATE, GIFTS, & TRUST PLANNING**

*3 semester hours*

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.

### **ACCT 606 TAX RESEARCH/PLANNING**

*3 semester hours*

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.

### **ACCT 607 STATE AND LOCAL TAXATION**

*3 semester hours*

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.

### **ACCT 610 ADVANCED ACCOUNTING INFORMATION SYSTEMS**

*3 semester hours*

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.

### **ACCT 611 ADVANCED AUDITING (MACC CAPSTONE COURSE)**

*3 semester hours*

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.

### **ACCT 612 ACCOUNTING THEORY & PRACTICE**

*3 semester hours*

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.

### **ACCT 619 CASES IN TAXATION**

*3 semester hours*

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.

### **ACCT 620 CASES IN FINANCIAL/MANAGERIAL ACCOUNTING**

*3 semester hours*

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.

### **ACCT 621 GOVERNMENT & NOT-FOR-PROFIT ACCOUNTING**

*3 semester hours*

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.

### **ACCT 622 SEMINAR IN INTERNATIONAL ACCOUNTING (INTL 622)**

*3 semester hours*

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.

**ACCT 625 TOPICS IN ACCOUNTING**

*3 semester hours*

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.

**ACCT 630 FRAUD EXAMINATION**

*3 semester hours*

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.

**ACCT 632 INTERNAL AUDITING**

*3 semester hours*

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.

**ACCT 634 FORENSIC ACCOUNTING AND THE LEGAL ENVIRONMENT**

*3 semester hours*

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.

**ACCT 636 FORENSIC ACCOUNTING, TAX INVESTIGATION, AND FRAUD**

*3 semester hours*

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.

### **ACCT 638 ETHICS OF ACCOUNTING JUDGEMENT AND DECISION MAKING**

*3 semester hours*

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.

### **ACCT 644 ACCOUNTING LEGAL ISSUES AND ETHICS (BADM/MWTM 644)**

*3 semester hours*

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.

## **BUSINESS ADMINISTRATION COURSES**

### **BADM 605 HEALTH CARE ADMINISTRATION**

*3 semester hours*

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.

### **BADM 606 HEALTH CARE ORGANIZATION**

*3 semester hours*

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.

### **BADM 607 ORGANIZATION POWER AND POLITICS**

*3 semester hours*

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.

### **BADM 608 LEADERSHIP: THEORY AND PRACTICE**

*3 semester hours*

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.

### **BADM 609 ORGANIZATIONAL STAFFING**

*3 semester hours*

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.

### **BADM 610 MANAGERIAL ECONOMICS**

*3 semester hours*

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.

### **BADM 611 HEALTH CARE ECONOMICS**

*3 semester hours*

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.

### **BADM 612 MOTIVATION AND REWARD SYSTEMS**

*3 semester hours*

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.

### **BADM 613 LABOR RELATIONS AND WORK FORCE GOVERNANCE**

*3 semester hours*

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.

### **BADM 614 LABOR IN THE ECONOMY AND SOCIETY**

*3 semester hours*

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.

### **BADM 615 HUMAN JUDGMENT AND DECISION MAKING**

*3 semester hours*

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.

### **BADM 616 NEGOTIATION**

*3 semester hours*

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.

### **BADM 620 MANAGERIAL FINANCE**

*3 semester hours*

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.

### **BADM 621 INVESTMENT AND PORTFOLIO MANAGEMENT**

*3 semester hours*

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.

### **BADM 622 FINANCIAL INSTITUTION MANAGEMENT**

*3 semester hours*

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.

### **BADM 625 MARKETING MANAGEMENT**

*3 semester hours*

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.

### **BADM 626 HEALTH CARE MARKETING**

*3 semester hours*

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.

### **BADM 628 MANAGERIAL EPIDEMIOLOGY**

*3 semester hours*

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.

### **BADM 630 ORGANIZATIONAL BEHAVIOR**

*3 semester hours*

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.

### **BADM 631 APPLIED QUANTITATIVE METHODS**

*3 semester hours*

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.

### **BADM 632 HUMAN RESOURCE MANAGEMENT**

*3 semester hours*

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.

### **BADM 633 ENTREPRENEURIAL MANAGEMENT**

*3 semester hours*

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.

### **BADM 634 MANAGEMENT INFORMATION SYSTEMS**

*3 semester hours*

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.

### **BADM 635 PRODUCTION RESEARCH AND OPERATIONS MANAGEMENT**

*3 semester hours*

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.

### **BADM 636 MANAGERIAL COMMUNICATIONS**

*3 semester hours*

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.

### **BADM 637 TECHNICAL TRENDS IN MANAGEMENT INFORMATION SYSTEMS**

*3 semester hours*

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.

### **BADM 639 E-COMMERCE AND INTERNET LAW**

*3 semester hours*

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.

### **BADM 640 BUSINESS LAW AND ETHICS**

*3 semester hours*

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.

### **BADM 641 HEALTH CARE LAW AND ETHICS**

*3 semester hours*

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.

### **BADM 642 EMPLOYMENT LAW**

*3 semester hours*

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.

### **BADM 644 ACCOUNTING LEGAL ISSUES AND ETHICS (ACCT/MWTM 644)**

*3 semester hours*

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.

### **BADM 645 SEMINAR IN INTERNATIONAL ECONOMICS**

*3 semester hours*

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.

### **BADM 647 ADVANCED DATABASE AND SYSTEM DEVELOPMENT**

*3 semester hours*

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.

### **BADM 648 SEMINAR IN ECONOMIC DEVELOPMENT**

*3 semester hours*

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.

### **BADM 654 PROMOTION STRATEGIES**

*3 semester hours*

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.

### **BADM 658 PRICING STRATEGIES**

*3 semester hours*

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.

### **BADM 660 ADVANCED DATA COMMUNICATIONS, NETWORKING, AND BUSINESS PROGRAMMING**

*3 semester hours*

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.

### **BADM 690 STRATEGIC MANAGEMENT (MBA CAPSTONE COURSE)**

*3 semester hours*

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.

### **BADM 691 BUSINESS INTERNSHIP**

*3 semester hours*

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.

### **BADM 692 ECONOMICS OF MONEY, BANKING, AND FINANCIAL MARKETS (MWTM 692)**

*3 semester hours*

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.

### **BADM 695 TOPICS IN MARKETING**

*3 semester hours*

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.

### **BADM 696 TOPICS IN ECONOMICS**

*3 semester hours*

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.

### **BADM 697 TOPICS IN FINANCE**

*3 semester hours*

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.

## **BADM 698 TOPICS IN MANAGEMENT INFORMATION SYSTEMS**

*3 semester hours*

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.

## **INTERNATIONAL BUSINESS COURSES**

### **INTL 622 SEMINAR IN INTERNATIONAL ACCOUNTING (ACCT 622)**

*3 semester hours*

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.

### **INTL 636 CORPORATE AND INTERCULTURAL COMMUNICATIONS**

*3 semester hours*

Corporate and Intercultural Communications addresses crisis communications, public relations, media relations, intercultural communications, and current topics. Other topics include business writing and presentations.

### **INTL 643 INTERNATIONAL TRADE LAW**

*3 semester hours*

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.

### **INTL 650 INTERNATIONAL BUSINESS**

*3 semester hours*

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.

### **INTL 651 INTERNATIONAL FINANCE**

*3 semester hours*

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.

### **INTL 652 INTERNATIONAL MARKETING**

*3 semester hours*

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.

### **INTL 653 SEMINAR IN INTERNATIONAL TRADE (IMBA CAPSTONE COURSE)**

*3 semester hours*

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.

### **INTL 695 TOPICS IN INTERNATIONAL BUSINESS**

*3 semester hours*

A specialized study of various international developments. Topics will vary from semester to semester. May be repeated for credit when content varies.

## **HOSPITALITY, TOURISM, & EVENT MANAGEMENT COURSES**

### **HTMG 600: ACCOUNTING, BUDGETING AND COST CONTROLS FOR HOSPITALITY AND TOURISM**

*3 semester hours*

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.

### **HTMG 610: MANAGERIAL ECONOMICS FOR HOSPITALITY AND TOURISM**

*3 semester hours*

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.

### **HTMG 615: MEETINGS, CONVENTIONS, & EVENT PLANNING AND MANAGEMENT**

*3 semester hours*

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.

### **HTMG 620: FINANCE AND REVENUE MANAGEMENT FOR TOURISM & HOSPITALITY INDUSTRY**

*3 semester hours*

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.

### **HTMG 625: TOURISM & HOSPITALITY MARKETING**

*3 semester hours*

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.

### **HTMG 633: ENTREPRENEURSHIP IN TOURISM AND HOSPITALITY**

*3 semester hours*

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.

### **HTMG 640: LEGAL ASPECTS OF HOSPITALITY AND TOURISM**

*3 semester hours*

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.

### **HTMG 650: INTERNATIONAL HOSPITALITY**

*3 semester hours*

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.

## **WEALTH AND TRUST MANAGEMENT COURSES**

### **WMGT 602 ADVANCED INCOME TAXATION (ACCT 602)**

*3 hours*

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.

### **WMGT 604 TRANSFER TAXATION (ACCT 604)**

*3 hours*

A study of the gift tax and income taxation of estates and trusts, including federal, state (e.g. North Carolina gift tax issues) transfer tax laws with emphasis on family tax planning.

## **WMGT 610 INVESTMENT STRATEGIES**

*3 hours*

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.

## **WMGT 615 ADVANCED FIDUCIARY PRINCIPLES AND INVESTMENT MANAGEMENT**

*3 hours*

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.

## **WMGT 620 INSURANCE AND RISK MANAGEMENT**

*3 hours*

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.

## **WMGT 621 ADVANCED INVESTMENT STRATEGIES**

*3 hours*

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

## **WMGT 625 ADVANCED ESTATE PLANNING**

*3 hours*

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.

## **WMGT 630 RETIREMENT PLANNING STRATEGIES**

*3 hours*

A comprehensive study of retirement planning, with an advanced examination of E.R.I.S.A. and 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.

## **WMGT 640 ADVANCED SECURITIES AND FINANCIAL REGULATION**

*3 hours*

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.

## **WMGT 644 LEGAL AND REGULATORY ISSUES (ACCT/BADM 644)**

*3 hours*

Subject matter prepares the student for areas of law addressed on: the CPA exams including contracts, uniform commercial code, secured transactions, fraud, commercial paper, and accountant legal liability; contract and business law overview; along with a survey of CFP topics of interest regarding the following planning areas: insurance, risk management, employee benefits, investments, income tax, retirement, and estate planning. Explores the relationship between taxation, planning and the law.

## **WMGT 650 WEALTH TRANSFER SEMINAR (CAPSTONE)**

*3 hours*

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.

## **WMGT 692 ECONOMICS OF MONEY, BANKING & FINANCIAL MARKETS (BADM 692)**

*3 hours*

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.

## **Master of Business Administration (MBA)**

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 and on Saturdays and are offered online.

Visitors to the University are welcome at all times; administrative offices are open Monday through Friday from 8:00 a.m. until 5:00 p.m. For more information, please call the Graduate Business Director of Admissions: (704) 406-4489 or (877) 498-4723.

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:

Goal 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.

Goal 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.

Goal 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 decisionmaking 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 understand 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.

## 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 semester 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.

All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MBA, IMBA, MAcc and MBA-Plus programs or have the approval of the Director of Business Graduate Programs.

### **CORE CURRICULUM (30 HOURS)**

These fundamental courses are required of all MBA students:

<b>Courses</b>	<b>Credit hours</b>
• ACCT600 Managerial Accounting	3
• BADM610 Managerial Economics	3
• BADM620 Managerial Finance	3
• BADM625 Marketing Management	3
• BADM630 Organizational Behavior	3
• BADM633 Entrepreneurial Management	3
• BADM635 Production Research and Operations Management	3
• BADM640 Business Law and Ethics	3
• BADM690 Strategic Management (MBA Capstone Course)	3
• INTL650 International Business	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 (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• ACCT601 Federal Income Tax *	3
• ACCT602 Advanced Federal Income Tax *	3
• ACCT603 Partnership and S. corporation Taxation *	3
• ACCT604 Estate, Gifts, and Trust Planning *	3
• ACCT606 Tax Research/Planning *	3
• ACCT607 State and Local Taxation *	3
• ACCT612 Accounting Theory and Practice *	3
• ACCT619 Cases in Taxation *	3
• ACCT620 Cases in Financial/Managerial Accounting *	3
• ACCT/INTL622 Seminar in International Accounting	3
• ACCT625 Current Topics in Accounting *	3
• ACCT630 Fraud Examination *	3
• ACCT632 Internal Auditing *	3
• ACCT634 Forensic Accounting and the Legal Environment *	3
• ACCT636 Forensic Accounting, Tax Investigation, and Fraud *	3
• ACCT638 Ethics of Accounting, Judgment and Decision Making *	3
• ACCT/BADM644 Accounting Legal Issues and Ethics	3

**\* Must meet MAcc Program prerequisites or permission from professor or Director of Graduate Business**



**Programs.**

**BANKING AND FINANCE EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• ACCT620 Cases in Financial/Managerial Accounting *	3
• BADM621 Investment Portfolio Management	3
• BADM622 Financial Institution Management	3
• BADM692 Economics of Money, Banking and Financial Markets	3
• BADM697 Topics in Finance	3
• INTL651 International Finance	3

**\* Must meet MAcc Program prerequisites or permission from professor or Director of Graduate Business Programs.**

**ECONOMICS EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• BADM611 Health Care Economics	3
• BADM645 Seminar in International Economics	3
• BADM648 Seminar in Economic Development	3
• BADM692 Economics of Money, Banking and Financial Markets	3
• BADM696 Topics in Economics	3
• INTL653 International Trade (IMBA Capstone)*	3
• HTMG610: 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.**

**FORENSIC ACCOUNTING EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• ACCT630 Fraud Examination *	3
• ACCT632 Internal Auditing *	3
• ACCT634 Forensic Accounting and the Legal Environment *	3
• ACCT636 Forensic Accounting, Tax Investigation, and Fraud *	3
• ACCT638 Ethics of Accounting, Judgment and Decision Making *	3

**\* Must meet MAcc Program prerequisites or permission from professor or Director of Graduate Business Programs.**

**HEALTH CARE MANAGEMENT EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• BADM605 Health Care Administration	3
• BADM606 Health Care Organization	3

BADM611 Health Care Economics	3
• BADM626 Health Care Marketing	3
• BADM628 Managerial Epidemiology	3
• BADM641 Health Care Law and Ethics	3

### **HOSPITALITY, TOURISM, & EVENT MANAGEMENT EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• HTMG600: Accounting, Budgeting and Cost Controls for Hospitality and Tourism	3
• HTMG610: Managerial Economics for Hospitality and Tourism	3
• HTMG615: Meetings, Conventions, & Event Planning and Management	3
• HTMG620: Finance and Revenue Management for Tourism & Hospitality Industry	3
• HTMG625: Tourism & Hospitality Marketing	3
• HTMG633: Entrepreneurship in Tourism and Hospitality	3
• HTMG640: Legal Aspects of Hospitality and Tourism	3
• HTMG650: International Hospitality	3

### **HUMAN RESOURCE MANAGEMENT EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• BADM608 Leadership: Theory and Practice	3
• BADM609 Organizational Staffing	3
• BADM612 Motivation and Reward Systems	3
• BADM613 Labor Relations and Work Force Governance	3
• BADM614 Labor in the Economy and Society	3
• BADM615 Human Judgment and Decision Making	3
• BADM616 Negotiation	3
• BADM632 Human Resource Management	3
• BADM636 Managerial Communications	3
• BADM642 Employment Law	3

### **INTERNATIONAL BUSINESS EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• BADM645 Seminar in International Economics	3
• INTL/ACCT622 Seminar in International Accounting	3
• INTL643 International Trade Law	3
• INTL651 International Finance	3
• INTL652 International Marketing	3
• INTL653 Seminar in International Trade (IMBA Capstone)*	3

INTL695 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 (MIS) EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• ACCT610 Advanced Accounting Information Systems *	3
• BADM634 Management Information Systems	3
• BADM637 Technical Trends in Management Information Systems	3
• BADM638 E-Commerce and Network Resource Planning	3
• BADM639 E-commerce and Internet Law	3
• BADM647 Advanced Database and System Development	3
• BADM660 Advanced Data Communications, Networking, and Business Programming	3
• BADM698 Topics in Management Information Systems	3

**\* Must meet MAcc Program prerequisites or permission from professor or Director of Graduate Business Programs.**

### **MARKETING EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• BADM625 Marketing Management	3
• BADM626 Health Care Marketing	3
• BADM654 Promotion Strategies	3
• BADM658 Pricing Strategies	3
• BADM695 Topics in Marketing	3
• INTL652 International Marketing	3

### **TAX EMPHASIS ELECTIVES (6 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• ACCT601 Federal Income Tax *	3
• ACCT602 Advanced Federal Income Tax *	3
• ACCT603 Partnership and S. corporation Taxation *	3
• ACCT604 Estate, Gifts, and Trust Planning *	3
• ACCT606 Tax Research/Planning *	3
• ACCT607 State and Local Taxation	3
• ACCT619 Cases in Taxation *	3

**\* Must meet MAcc Program prerequisites or permission from professor or 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 6 elective graduate hours (2 courses) within six calendar years.
- Application for graduation by the dates published by the Registrar.
- Application available at: [www.gardner-webb.edu/apply-now](http://www.gardner-webb.edu/apply-now)
- 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

- ACCT600, BADM610, BADM625 and BADM633 should be scheduled early in the program.
- Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.
- Strategic Management, BADM690, should culminate the program. A minimum of 24 hours of MBA core courses that include ACCT 600, BADM 610, 620, 625, 630, 633, and 635 are required prior to enrollment. A grade of B or better is required to successfully pass BADM690. A student receiving a final grade of less than "B" must repeat BADM690.

***It is the student 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 your degree review all the material available at the Registration and Student Resources Information Link:

### REGISTRATION INFORMATION

- <http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

**[Click here to view the courses for Master of Business Administration.](#)**

## Master of Accountancy (MAcc)

The 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:

Goal 1: Prepare individuals for careers in accounting with advanced training in specific areas built on an understanding of business in global and domestic environments.

Goal 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.

Goal 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:

Goal: Student Learning Outcome

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 semester 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.

**All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MBA, IMBA, MAcc and MBA-Plus programs or have the approval of the Director of Business Graduate Programs.**

**REQUIRED CORE COURSES (15 HOURS)**

<b>Courses</b>	<b>Credit hours</b>
• ACCT600 Managerial Accounting	3
• ACCT601 Federal Income Tax	3
• ACCT611 Advanced Auditing (MACC Capstone course)	3
• ACCT612 Accounting Theory and Practice	3
• ACCT621 Government and Not-For-Profit Accounting	3

**ACCOUNTING EMPHASIS ELECTIVES (9 HOURS)**

**TAX EMPHASIS:**

<b>Courses</b>	<b>Credit hours</b>
• ACCT602 Advanced Federal Income Tax	3
• ACCT603 Partnership and S Corporation Taxation	3
• ACCT604 Estate, Gifts, and Trust Planning	3
• ACCT606 Tax Research/Planning	3
• ACCT607 State and Local Taxation	3
• ACCT619 Cases in Taxation	3

**GENERAL EMPHASIS:**

<b>Courses</b>	<b>Credit hours</b>
• ACCT610 Advanced Accounting Information Systems	3
• ACCT620 Cases in Financial/Managerial Accounting	3
• ACCT625 Topics in Accounting	3
• ACCT/INTL622 Seminar in International Accounting	3
• ACCT630 Fraud Examination	3
• ACCT/BADM 644 Accounting Legal Issues and Ethics	3

**FORENSIC EMPHASIS:**

<b>Courses</b>	<b>Credit hours</b>
• ACCT610 Advanced Accounting Information Systems	3
• ACCT630 Fraud Examination*	3
• ACCT632 Internal Auditing*	3
• ACCT634 Forensic Accounting and the Legal Environment*	3
• ACCT636 Forensic Accounting, Tax Investigation, and Fraud*	3
• ACCT638 Ethics of Accounting, Judgment and Decision Making*	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), 9 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.
- Application form and information is available at: [www.gardner-webb.edu/apply-now](http://www.gardner-webb.edu/apply-now)
- 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**

- ACCT600, 601, 612, and 621 should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.
- Advanced Auditing, ACCT 611, should culminate the program. A minimum of 21 hours of MAcc program courses that include ACCT 601, 610, 612 are required prior to enrollment in ACCT 611. *A grade of B or better is required to successfully pass ACCT611.* 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.***

#### **REGISTRATION INFORMATION**

- Registration and Student Resources Information Link:
- <http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

**[Click here to view the courses for Master of Accountancy.](#)**

**International Master of Business Administration (IMBA)**

# INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION (IMBA)

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:

Goal 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.

Goal 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.

Goal 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:

Goal: Student Learning Outcome

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 caserelated 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

All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MBA, IMBA, MAcc and MBA-Plus programs or have the approval of the Director of Business Graduate Programs.

### INTERNATIONAL BUSINESS REQUIRED (15 HOURS)

<b>Courses</b>	<b>Credit hours</b>
• INTL643 International Trade Law	3
• INTL650 International Business	3
• INTL651 International Finance	3
• INTL652 International Marketing	3
• INTL653 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>
• ACCT600 Managerial Accounting	3
• BADM610 Managerial Economics	3
• BADM620 Managerial Finance	3
• BADM633 Entrepreneurial Management	3

### INTERNATIONAL BUSINESS ELECTIVES\* (9 HOURS)

<b>Courses</b>	<b>Credit hours</b>
• BADM625 Marketing Management	3
• BADM639 E-Commerce and Internet Law	3

- INTL622 Seminar In International Accounting 3
- INTL636 Corporate and Intercultural Communications 3
- INTL695 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.
- Application form and information is available at: [www.gardner-webb.edu/apply-now](http://www.gardner-webb.edu/apply-now)
- 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, 651, 652, and BADM 633 should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation. Seminar in International Trade, INTL 653, should culminate the program. A minimum of 18 hours of IMBA program courses that include INTL 650, 651, 652, and BADM 633 are required prior to enrollment in INTL 653. A grade of B or better is required to pass the INTL653. **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.

### **REGISTRATION INFORMATION**

Registration and Student Resources Information Link:

- <http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

**[Click here to view the courses for International Master of Business Administration.](#)**

## **Master of Wealth and Trust Management**

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 advance 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 a 2-years or more and convenient format. 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.

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:**

Goal 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.

Goal 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).

Goal 3: Incorporate in our 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:

### **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*
- *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:**

- 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-Adviser 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

All students must meet the undergraduate business prerequisite requirements to take graduate courses in the MWTM program or have the approval of the Director of Business Graduate Programs.

### WEALTH & TRUST REQUIRED COURSES (36 HOURS)

<b>Courses</b>	<b>Credit hours</b>
• WMGT/ACCT 602 Advanced Income Taxation	3
• WMGT/ACCT 604 Transfer Taxation	3
• WMGT 610 Investment Strategies	3
• WMGT 615 Advanced Fiduciary Principles and Investment Management	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/BADM/ACCT 644 Legal and Regulatory Issues	3
• WMGT 650 Wealth Transfer Seminar (Capstone)	3
• WMGT/BADM692 Economics of Money, Banking, and Financial Markets	3

### *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.**

## MBA PROGRAM GUIDELINES

- All undergraduate course information deficiencies must be made up prior to enrolling in WMGT courses. WMGT650 Wealth Transfer Seminar (Capstone), should culminate the program. A minimum of 24 hours must be completed prior to taking WMGT650. A grade of B or better is required to successfully pass WMGT650. A student receiving a final grade of less than “B” must repeat WMGT650.

***It is the student 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 your degree review all the material available at the Registration and Student Resources Information Link:

## REGISTRATION INFORMATION

- <http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

Click here to view the courses for Master of Wealth and Trust Management

## Business Foundation Certificate

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 your skills and strengthen your value in the workplace. The Business Foundations Certificate also provides you the opportunity to begin your graduate degree with the Godbold School of Business. The three courses taken to complete the Certificate satisfy the prerequisites need to begin our 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

Applying for the Business Foundations Certificate is easy. Simply visit our **Apply Now** form and complete the online application.

We will also need you to submit your professional resume, 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 our website and refer to the tuition cost per credit hour for MBA/IMBA/MAcc/MBA-Plus/Business Foundations Programs.

## MBA PLUS Certificate

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 basic accreditation 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
- Finance
- Forensic Accounting\*
- Healthcare Management
- Hospitality, Tourism, & 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 semester 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 6 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 PROCEDURES:

Prospective students must submit the following in order to be considered for the MBA Plus Program:

- Graduate School of Business application
- Official transcripts indicating master's degree or equivalent awarded by a regionally accredited institution (transcript not required from GWU alumni)

### ADMISSION PROCEDURES FOR INTERNATIONAL STUDENTS:

Prospective international students must submit the following in order to be considered for the MBA Plus

Program:

- Graduate School of Business application
- Official transcripts indicating master's degree or equivalent awarded by a regionally accredited institution (transcript not required from GWU alumni)
- A copy of the most recent bank statement and one of the following: recent tax return OR copies of the last three pay stubs.
- For additional requirements, see the "International Students' Requirements" section above.

## MBA PLUS COURSES:

### ACCOUNTING

- ACCT600 Managerial Accounting
- ACCT601 Federal Income Tax \*
- ACCT602 Advanced Federal Income Tax \*
- ACCT603 Partnership & S Corporation Taxation \*
- ACCT604 Estate, Gifts, & Trust Planning \*
- ACCT606 Tax Research/Planning \*
- ACCT607 State and Local Taxation \*
- ACCT610 Advanced Accounting Information Systems\*
- ACCT611 Advanced Auditing (Capstone) \*
- ACCT612 Accounting Theory & Practice \*
- ACCT619 Cases in Taxation \*
- ACCT620 Cases in Financial/Managerial Accounting \*
- ACCT621 Government & Not-For-Profit Accounting \*
- ACCT625 Topics in Accounting \*
- ACCT630 Fraud Examination \*
- ACCT644 Accounting Legal Issues and Ethics
- ACCT622 Seminar in International Accounting

**\* Must meet MAcc Program prerequisites or permission from professor or Director of Graduate Business Programs or Associate Dean.**

### ECONOMICS

- BADM610 Managerial Economics
- BADM611 Health Care Economics
- BADM645 Seminar in International Economics
- BADM648 Seminar in Economic Development
- BADM692 Economics of Money, Banking, and Financial Markets
- BADM696 Topics in Economics
- INTL653 International Trade \*
- HTMG610 Managerial Economics for Hospitality and Tourism

**\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or**



***Associate Dean.***

**FINANCE**

- ACCT620 Cases in Financial/Managerial Accounting \*\*
- BADM620 Managerial Finance
- BADM621 Investment and Portfolio Management
- BADM622 Financial Institution Management
- BADM692 Economics of Money, Banking, and Financial Markets
- BADM697 Topics in Finance
- INTL 651 International Finance
- HTMG620 Finance and Revenue Management for Tourism & 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 professor or Director of Graduate Business Programs or Associate Dean.***

**FORENSIC ACCOUNTING**

- ACCT610 Advanced Accounting Information Systems\*
- ACCT630 Fraud Examination\*
- ACCT632 Internal Auditing\*
- ACCT634 Forensic Accounting and the Legal Environment\*
- ACCT636 Forensic Accounting, Tax Investigation, and Fraud\*
- ACCT638 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 professor or Director of Graduate Business Programs or Associate Dean.***

**HEALTH CARE MANAGEMENT**

- BADM605 Health Care Administration
- BADM606 Health Care Organization
- BADM611 Health Care Economics
- BADM626 Health Care Marketing
- BADM628 Managerial Epidemiology
- BADM641 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
- HTMG610 Managerial Economics for Hospitality and Tourism

- HTMG615 Meetings, Conventions, & Event Planning and Management
- HTMG 620 Finance and Revenue Management for Tourism & Hospitality Industry
- HTMG625 Tourism & Hospitality Marketing
- HTMG633 Entrepreneurship in Tourism and Hospitality
- HTMG Legal Aspects of Hospitality and Tourism
- HTMG650 International Hospitality

***\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.***

### **HUMAN RESOURCES MANAGEMENT**

- BADM608 Leadership: Theory and Practice
- BADM609 Organizational Staffing
- BADM612 Motivation and Reward Systems
- BADM613 Labor Relations and Force Governance
- BADM615 Human Judgment and Decision Making
- BADM630 Organizational Behavior
- BADM632 Human Resource Management
- BADM636 Managerial Communications
- BADM642 Employment Law

***\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.***

### **INTERNATIONAL BUSINESS**

- BADM645 International Economic Issues
- INTL622 Seminar In International Accounting \*\*
- INTL636 Corporate And Intercultural Communications
- INTL643 International Trade Law
- INTL650 International Business
- INTL651 International Finance
- INTL652 International Marketing
- INTL653 Seminar In International Trade (Capstone)
- INTL695 Topics In International Business
- HTMG650 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 professor or Director of Graduate Business Programs or Associate Dean.***

## MANAGEMENT INFORMATION SYSTEMS

- ACCT610 Advanced Accounting Information Systems \*\*
- BADM634 Management Information Systems
- BADM637 Technical Trends in Management Information Systems
- BADM639 E-commerce and Internet Laws
- BADM647 Advanced Database and System Development
- BADM660 Advanced Data Communications, Networking, and Business Programming
- BADM698 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 professor or Director of Graduate Business Programs or Associate Dean.**

## MARKETING

- BADM625 Marketing Management
- BADM626 Health Care Marketing
- BADM654 Promotion Strategies
- BADM658 Pricing Strategies
- BADM695 Topics in Marketing
- INTL652 International Marketing
- HTMG 625 Tourism & Hospitality Marketing

**\* Must have all MBA/IMBA Program Prerequisites or permission of the Director of the program or Associate Dean.**

## TAX ACCOUNTING

- ACCT601 Federal Income Tax \*
- ACCT602 Advanced Federal Income Tax \*
- ACCT603 Partnership & S Corporation Taxation \*
- ACCT604 Estate, Gifts, & Trust Planning \*
- ACCT606 Tax Research/Planning \*
- ACCT607 State and Local Taxation \*
- ACCT619 Cases in Taxation \*

**\* Must meet MAcc Program prerequisites or permission from professor or 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 and information is available at:

<http://www.gardner-webb.edu/academics/academic-programs/undergraduate-programs/schools/godbold-school-of-business/graduate/registration-information/graduation-certificate-completion/index.html>

- 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.

## REGISTRATION INFORMATION

- <http://www.gardner-webb.edu/academics/areas-of-study/business/school-of-business/resources/forms/index>

**[Click here to view the courses for MBA Plus Certificate](#)**

## **M. Christopher White School of Divinity**

Introduction to the School of Divinity

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Doctor of Ministry

Gardner-Webb University Ministerial Board of Associates

## **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.

## ACCREDITATION

The School of Divinity is accredited by the Commission on Accreditation of the Association of Theological Schools (The Association of Theological Schools, 10 Summit Park Drive, Pittsburgh, PA 15275-1110, 412-788-6505). The following degree programs are approved by the Commission on Accrediting: Master of Divinity and Doctor of Ministry.

### **Statement of Educational Effectiveness**

Evidence that School of Divinity students are prepared for "service to the church" and that they have developed "the skills necessary for effective ministry" (see "Master of Divinity, Program Description," paragraphs 1 and 2, below) is the ministerial placement rate of our graduates. Over the past five years 159 students have graduated, with 137 of them seeking a ministry position. Of these 137 graduates seeking a ministry position, 131 (96%) are serving in a ministry setting.

## 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 Dean of the School of Divinity.

## 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 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 semester 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.

## SCHOOL OF DIVINITY ACADEMIC DISMISSAL POLICY

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.

## 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.
5. 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.

## 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 Dean.
3. If the request is approved, the 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 Dean.
3. If the request is approved, the 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 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.

## 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.

## 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

A 96-100

A-94-95

B+ 92-93

B 87-91

B- 85-86

C+ 80-84

C 75-79

C- 70-74

D+ 67-69

D 63-66

D- 60-62

F 0-59

## Gardner-Webb University Ministerial Board of Associates

*Terms Expiring December 31, 2009*

Randy Bishop	First Baptist Church	Hamlet, NC
Chuck Brawley	First Baptist Church	Bessemer City, NC
John (Kenneth) Byrd, Jr.	First Baptist Church	Sylva, NC
Kent Cranford	Loray Baptist Church	Gastonia, NC
Rick Crouse	Dry Ponds Baptist Church	Granite Falls, NC
Wade Dellinger	First Baptist Church	Hudson, NC
Keith Dixon	GCCBA	Shelby, NC
Tim Elmore	Fallston Baptist Church	Fallston, NC
Scott Frady	East Belmont Baptist Church	Belmont, NC
Randy Gardner	First Baptist Church	Walterboro, NC

Mark Gaskins	Jonesboro Heights Baptist Church	Sanford, NC
Jeffrey Gibby	DOM Brunswick Baptist Association	Bolivia, NC
Elizabeth (Beth) Heffner	First Baptist Church	Rutherfordton, NC
Ron Hinson	College Avenue Baptist Church	Lenoir, NC
Billy Honeycutt	DOM Green River Baptist Association	Rutherfordton, NC
Brian Johnson	Normans Grove Baptist Church	Lawndale, NC
Bill Jones	First Baptist Church	Newland, NC
Rick Jordan	Cooperative Baptist Fellowship	Winston Salem, NC
Paul McManus	Boiling Springs Baptist Church	Boiling Springs, NC
Maurice (Bobby) Morrow III	Pritchard Memorial Baptist Church	Charlotte, NC
Jeff Patterson	Aldersgate United Methodist Church	Shelby, NC
Lee Proctor, Jr.	Mint Hill Baptist Church	Mint Hill, NC
Paul Raybon	First Baptist Church	Black Mountain, NC
Harold (Hal) Schwantes	Morris Chapel United Methodist Church	Walkertown, NC
Robert Setzer	Mt. Pisgah Missionary Baptist Church	Gastonia, NC
Michael Shook	Grove Park Baptist Church	Clinton, NC
John Tagliarini	First Baptist Church	Bryson City, NC
Steven (Steve) Taylor	Antioch Baptist Church	Waynesville, NC
Allen Thomason	First Baptist Church	Spindale, NC
Patricia Turner	Wilkesboro Baptist Church	Wilkesboro, NC
Greg Whitlock	First Baptist Church	Hickory, NC

*Terms Expiring December 31, 2010*

Jody Griffin	David Baptist Church	Kings Mountain, NC
David Webb	First Baptist Church	Saluda, NC
Roy Vestal	Mill Creek Baptist Church	Winnabow, NC
Charlie Carter	First Baptist Church	Oak Island, NC
Dave Hawes	Sandy Plains Baptist Church	Shelby, NC
Tommy Justus	Mars Hill Baptist Church	Mars Hill, NC
Vernon Craig	Midway Baptist Church	Gaffney, SC
Jerome Cash	Mulls Memorial Church	Shelby, NC
David Blanton	Bethlehem Baptist Church	Kings Mountain, NC
Bob Lowman	DOM Metrolina Baptist Association	Charlotte, NC
Willie Rash	Central Baptist Church	Kannapolis, NC
Tom Cabaniss	First Baptist Church	Kannapolis, NC
Tommy James	East Sylva Baptist Church	Sylva, NC
Stella Perrin	New Hope Baptist Church	Hickory, NC
Perry Brindley	Mt. Zion Baptist Church	Canton, NC
Jeff Porter	First Baptist Church	Arden, NC
Jeff Porter	First Baptist Church	Statesville, NC

Rick Hamrick	Polkville Baptist Church	Polkville, NC
Josh Hunt	Ross Grove Baptist Church	Shelby, NC
Phil Campbell	First Baptist Church	Lincolnton, NC
Jack Causey	CBFNC	Statesville, NC
Ladell Shields	Cliffside Baptist Church	Cliffside, NC
Ryan McCain	Macedonia Baptist Church	Waco, NC
Ray Lockhart	Ellis Chapel Baptist Church	Shelby, NC
Perry Holleman	First Baptist Church	Shelby, NC
James Smith	Palmer's Grove Baptist Church	Kingstown, NC
Pam Phillips	Covenant Baptist Church	Gastonia, NC
Scott Hammett	First Baptist Church	Blacksburg, SC
Robert Livingstone	Yadkin Baptist Church	Patterson, NC
Joel Sellers	First Baptist Church	Gaffney, SC
Katie Harris	Eastside Baptist Church	Shelby, NC
Roger Aycock	Grassy Pond Baptist Church	Gaffney, SC
Charles Turner	Moderator-Ebenezer Association	Shelby, NC
Ken Kessler	Baptist State Convention	Raleigh, NC

*Terms Expiring December 31, 2011*

Michael Aycock Myers Park	Presbyterian Church	Charlotte, NC
Michael Hensley	Morningside Baptist Church	Spartanburg, SC
Travis Smith	Casar Baptist Church	Casar, NC
John Barnhardt	First Baptist Church	Grover, NC
James Richardson	Pleasant Ridge Baptist Church	Shelby, NC
Andy Oliver	Sandy Run Baptist Church	Mooresboro, NC
Scott Haynes	Florence Baptist Church	Forest City, NC
Scott Hammett	First Baptist Church	Blacksburg, SC
T. David Phillips	First Baptist Church	Clyde, NC
Forest Gale	Lowe's Grove Baptist Church	Durham, NC
D. Larry Gregg	Calvary Baptist Church	Rutherfordton, NC
Todd Braswell	Lower Creek Baptist Church	Lenoir, NC
Charlie Sams	Starnes Cove Baptist Church	Asheville, NC
Stanley Spencer	First Baptist Church	Lincolnton, NC
Chip Sloan	First Baptist Church	Kings Mountain, NC
Barry Keys	First Baptist Church	Forest City, NC
Christina Whitehouse-Suggs	Kathwood Baptist/CBF of SC	Columbia, SC
Gerald Beardon	Hillcrest Baptist Church	Charlotte, NC
Jerry Welch	Carpenter Grove Baptist Church	Lawndale, NC
Charles Davenport	West Ave. Presbyterian Church	Gastonia, NC
John Saunders, Jr.	Yates Baptist Association	Durham, NC

Jeff Hensley	Kings Mountain Baptist Church	Kings Mountain, NC
Frank Smith	First Baptist Church	Greenville, SC
Robert Prince	First Baptist Church	Waynesville, NC
Lawrence Roseboro	Hopewell Baptist Church	Shelby, NC
Lynn Williamson	Round Hill Baptist Church	Union Mills, NC
Rit Varriale	Elizabeth Baptist Church	Shelby, NC
Wesley Smith	Boiling Springs Baptist Church	Boiling Springs, NC
Leland Kerr	Eastside Baptist Church	Shelby, NC
David Leary	First Baptist Church	Morganton, NC
Dale Fisher	Mount Zion Baptist Church	Hudson, NC
Eric Davis	Pleasant Ridge Baptist Church	Shelby, NC
Dewitt Clyde	Cherokee Ave. Baptist Church	Gaffney, SC

## Master of Divinity

## Degree Programs and Academic Information

### MASTER OF DIVINITY, PROGRAM DESCRIPTION

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” (see page 136), 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:

- Introduction to Theological Education for Ministry (to be taken during first year of study)
- Spiritual Formation: The Christian Journey
- Old Testament
- New Testament
- Christian History
- Christian Theology
- Administration and Leadership in the Church
- Ethics
- Introduction to Preaching
- Introduction to Worship in the Church
- Missions and Evangelization
- Introduction to Pastoral Care and Counseling
- 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 five dual degree programs – the M.Div./M.B.A., the M.Div./M.A. in English, the M.Div./M.A. in English Education, the M.Div./M.A./Ed.S. 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 (DSSF100), Spiritual Formation: The Christian Journey (DSSF200), The Theory and Practice of Ministry (DSSF300), and Capstone Seminar (DSSF301). 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 DSSF100 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 (DSSF300 and DSSF301) 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 \$150 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., M.Div/M.A./Ed.S.) 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.

## **Program Objectives**

The program objectives 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.

## **Core Curriculum**



**Total Hours in Core: 60 hours**



Biblical: 18 hours

Old Testament I and II - 6 hrs.

New Testament I and II - 6 hrs.

Greek I - 3 hrs.

Hebrew I - 3 hrs.

Historical/Theological: 12 hours

Christian History I and II - 6 hrs.

Christian Theology I and II - 6 hrs.



Spiritual Formation: 12 hours

Introduction to Theological Education for Ministry - 3 hrs.

Spiritual Formation: The Christian Journey - 3 hrs.

The Theory and Practice of Ministry and Capstone Seminar - 6 hrs.

Chapel/Formations/Mentor Conferences



Ministry: 18 hours

Administration and Leadership in the Church - 3 hrs.

Pastoral Care & Counseling - 3 hrs.

Missions & Evangelization in Global Perspective - 3 hrs.

Christian Ethics - 3 hrs.

Introduction to Worship - 3 hrs.

Introduction to Preaching - 3 hrs.



**Total Hours in Core: 60 hours**

## 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.

Biblical Electives

6 hrs.

Biblical Languages (Advanced Greek and Hebrew)	6 hrs.
Historical/Theological Electives	6 hrs.
Practical Ministry Electives	6 hrs.
The Life and Work of the Minister	3 hrs.
General Electives (Selected from the School of Divinity Catalog)	3 hrs.
TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL for the M.Div. Degree	90 hrs.

## 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.

Biblical Hermeneutics	3 hrs.
Teaching and Learning in the Church	3 hrs.
Biblical Languages	
Hebrew 2	3 hrs.
Greek 2	3 hrs.

(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 hrs.
Writing for Publication Seminar	3 hrs.
TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL for the M.Div. Degree	90 hrs.

## 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:

Teaching and Learning in the Church	3 hrs.
The Church Preparing for Mission and Ministry	3 hrs.
Leadership with Volunteers in the Church	3 hrs.

REQUIRED ELECTIVES:  
(TWO OF THE THREE)

Education and Formation with Youth	3 hrs.
Education and Formation with Children	3 hrs.
Education and Formation with Adults	3 hrs.

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.

Clinical Pastoral Education (one unit)*	6 hrs.
Pastoral Care and Counseling Practicum*	3 hrs.
Interpersonal Relationships*	3 hrs.
Pastoral Care of Families	3 hrs.
Crisis Intervention in Pastoral Care	3 hrs.
Grief, Loss, Death, and Dying	3 hrs.
Pastoral Theology	3 hrs.
Health and Spirituality	3 hrs.
General Electives	9 hrs.
(Selected from the School of Divinity Catalog)	

TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div. in Pastoral Care and Counseling Degree	90 hrs.

\*In circumstances where CPE is not an option for the student, with professor's approval, DSPC400 Pastoral Care and Counseling Practicum (3 hrs.) and DSPC204 Interpersonal Relationships (3 hrs.) may be substituted for

DSPC200.

## 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:

Urban Missiology	3 hrs.
Diaspora Missiology	3 hrs.

Each of the following courses

Mission in Historical Perspectives	3 hrs.
Mission in Contemporary Perspectives	3 hrs.
World Religions	3 hrs.
Evangelism	3 hrs.
Church Planting & Development	3 hrs.
Cultural Anthropology	3 hrs.

One of the following courses:

Mission Immersion Experience	3 hrs.
Mission Case Studies	3 hrs.

General Electives

6 hrs.

(select from the School of Divinity Catalog)

TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div. in Missiology	90 hrs.

## 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:

Urban Studies	3 hrs.
Diaspora Studies	3 hrs.

Each of the following courses

Worldview Studies	3 hrs.
Mass Movements in Historical Perspectives	3 hrs.



Mass Movements in Contemporary Perspectives	3 hrs.
Transformation Studies	3 hrs.
Community Development	3 hrs.
Cultural Anthropology	3 hrs.
ICS Practicum	3 hrs.
General Electives (select from the School of Divinity Catalog)	6 hrs.
TOTAL in the concentration	30 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div. in Intercultural Studies	90 hrs.

[Click here for the courses for Master of Divinity.](#)

## Dual Degree Programs

### INTRODUCTION

The School of Divinity offers five dual degrees: the M.Div./M.B.A., M.Div./M.A./Ed.S. in Mental Health Counseling, the M. Div./M.A. in English, the M.Div./M.A. in English Education, 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 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

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:

BADM600	Managerial Accounting	3 hrs.
BADM610	Managerial Economics	3 hrs.
BADM620	Managerial Finance	3 hrs.
BADM625	Marketing Management	3 hrs.
BADM630	Organizational Behavior	3 hrs.
BADM633	Entrepreneurial Management	3 hrs.
BADM635	Production Research and Operations Management	3 hrs.
BADM640	Business Law & Ethics	3 hrs.
BADM650	International Business	3 hrs.
BADM690	Strategic Management	3 hrs.
Restricted M.B.A. Electives		6 hrs.

#### M.Div. REQUIREMENTS

Biblical Studies Electives	6 hrs.
Historical/Theological Electives	3 hrs.
Practical Ministry Electives	3 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div./M.B.A. Degree	108 hrs.

## MASTER OF DIVINITY/MASTER OF ARTS/EDUCATION SPECIALIST IN MENTAL HEALTH COUNSELING

The M.Div/M.A./Ed.S. 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 pp.140-141). 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

CEDU610 Counseling Theories	3 hrs.
CEDU620 Methods of Research and Program Evaluation	3 hrs.
CEDU650 Legal, Ethical and Professional	3 hrs.
CEDU665 Multicultural Counseling	3 hrs.
CEDU640 The Counselor as Professional, Practitioner, and Consultant	3 hrs.
CEDU635 Advanced Psychopathology	3 hrs.
CEDU605 Advanced Human Growth and Development	3 hrs.
CEDU699 Professional Development of The Mental Health Counselor	3 hrs.

## B. SKILL COMPONENT

CEDU616 Methods of Assessment and Evaluation	3 hrs.
CEDU615 The Helping Profession	3 hrs.
CEDU625 Group Counseling	3 hrs.
CEDU655 Psychodiagnostics and Treatment Planning	3 hrs.
CEDU621 Crisis Intervention Counseling	3 hrs.
CEDU630 Individual Psychological Assessment and Measurement	3 hrs.
CEDU645 Career Development: Theory and Practice	3 hrs.
CEDU646 Couples and Family Counseling	3 hrs. (elective)
CEDU647 Child and Adolescent Counseling	3 hrs. (elective)
CEDU660 Substance Abuse Counseling Seminar	3 hrs. (elective)
CEDU667 Seminar on Contemporary Issues in Counseling	3 hrs.
CEDU692 Internship in Mental Health Counseling	3 hrs. (elective)

## C. APPLIED COMPONENT

CEDU670 Practicum in Mental Health Counseling	3 hrs.
CEDU690 Internship in Mental Health Counseling	3 hrs.
CEDU691 Internship in Mental Health Counseling	3 hrs.

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:

DSPC115 Pastoral Care of Families  
DSPC125 Grief, Loss, Death and Dying

### School of Psychology and Counseling:

CEDU646 Couple and Family Counseling  
CEDU667 Seminar on Contemporary Issues

**TOTAL IN THEM.DIV./M.A./ED.S. DEGREE: 120 HRS.**

**MASTER OF DIVINITY/MASTER OF ARTS IN ENGLISH OR ENGLISH EDUCATION**

The M.Div./M.A. degree is designed to enhance 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.

#### M.A. IN ENGLISH REQUIREMENTS

ENGL671	Literary Criticism	3 hrs.
27 additional hours from the following: (Seminar and topics courses in English may be repeated with approval of the program coordinator.)		
ENGL555	Special Topics	3 hrs.
ENGL611	Seminar in Brit. Lit.	3 hrs.
ENGL613	Brit. Lit. Selected Authors	3 hrs.
ENGL631	Seminar in American Lit.	3 hrs.
ENGL633	American Lit. Selected Authors	3 hrs.
ENGL651	Literature: A World Perspective	3 hrs.
ENGL673	Contemporary Trends in Lit.	3 hrs.
ENGL675	Young Adult Lit.	3 hrs.
ENGL683	The Teaching of Writing	3 hrs.
ENGL690/691	Thesis	6 hrs.

#### M.DIV. REQUIREMENTS

Biblical Studies Electives	6 hrs.
Historical/Theological Electives	6 hrs.
Practical ministry Elective	3 hrs.
M.Div. Core	60 hrs.
TOTAL in the M.Div./M.A. in Eng.	105 hrs.

\*The M.A. in English may be done in one of two configurations: either 24 hours of course credit plus six hours of thesis credit, or 30 hours of course credit with no thesis. All candidates for the M.A. in English must write a comprehensive examination at the conclusion of coursework. Details are available from the program coordinator.

## M.DIV./M.A. IN ENGLISH EDUCATION\*\*

### Required

ENED 690/691/692 The English Teacher as Researcher 3/1/2 hrs.

### Methodology in English Education (Select 6 semester hours)

ENED 681 Seminar in Current Issues and Methods of Teaching English 3 hrs.

ENED 683 The Teaching of Writing 3 hrs.

ENED 685 The Reading/Writing Connection 3 hrs.

### English Content Area Electives (Select 18 semester hours - Seminar and topics courses in English may be repeated with approval of the program coordinator.)

ENGL 555 Special Topics 3 hrs.

ENGL 611 Seminar in British Literature 3 hrs.

ENGL 613 British Literature: Selected Authors 3 hrs.

ENGL 631 Seminar in American Literature 3 hrs.

ENGL 633 American Literature: Selected Authors 3 hrs.

ENGL 651 Literature: A World Perspective 3 hrs.

ENGL 671 Literary Theory 3 hrs.

ENGL 673 Contemporary Trends in Literature 3 hrs.

ENGL 675 Young Adult Literature 3 hrs.

Biblical Studies Electives 6 hrs.

Historical/Theological Electives 6 hrs.

Practical Ministry Elective 3 hrs.

M.Div. Core 60 hrs.

Total in the M.Div./M.A. in English Education 105 hrs.

\*\* As a Capstone Experience, a Professional Reflections Portfolio is prepared at the end of the program's coursework, presented to English faculty and graduate students, and evaluated by a faculty committee. Details of this requirement are available from the coordinator of the English Education program.

The M.A. in English Education program leads to a recommendation for graduate-level NC Teaching License for those with initial licensure in 9-12 English. Graduate students who do not have initial licensure may obtain the degree but not the graduate-level license. However, students must be teaching some aspect of the discipline of English in a real-world context in order to complete the requirements for this program.

## MASTER OF DIVINITY/MASTER OF ARTS IN RELIGION

The M.Div. /M.A. in Religion is designed to enhance divinity students with advanced biblical language and research skills by permitting them to earn a second degree, the M.A. in Religion, instead of the usual M.Div. concentration. This degree provides students with a broadened and deepened context in the biblical languages,

the academic study of religion, and opportunities in either thesis writing or teaching internship. The breadth of this type of study would enhance the understanding, interpretation, and application of the Scriptures as well as increase understanding of working with diverse persons within and outside parish ministry.

The M.Div. /M.A. in Religion is housed in the School of Divinity. Students wishing to pursue the dual degree of Master of Divinity and a Master of Arts in Religion must have the concentration in biblical studies/languages within the Department of Religious Studies and Philosophy. The M.Div. /M.A. in Religion requires completion of the 60 hour 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. Students must also meet all requirements established by the departments/schools involved for taking courses outside of the Department of Religious Studies and Philosophy. Students also select six hours from one of two tracks: the research track (thesis research and writing) or the teaching track (a pedagogy course and an internship in university teaching).

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.

#### ADMISSION REQUIREMENTS

In addition to the basic requirements for admission to the University's Graduate School (a bachelor's degree from a regionally accredited institution of higher learning, transcripts, satisfactory scores on either the Graduate Record examination or the Miller Analogies Test, and three positive letters of recommendation), full admission is granted to students who have met the following requirements:

1. Demonstrated proficiency in the biblical languages (normally this proficiency will be achieved through three semesters of Greek and three semesters of Hebrew with a "C" or better in all language courses);
2. A major in religious studies or the equivalent with a GPA of 2.75 or greater;
3. Submit a 15-20 page research paper with documented research on a topic in the field of Religious Studies. This essay can be something the applicant has written previously for an academic assignment. The essay must be submitted electronically in Rich Text Format by email to the Graduate School.
4. A successful departmental interview to determine academic preparation and vocational appropriateness of the degree for the prospective student (students desiring to work in pastoral ministry are directed to a Master of Divinity program rather than the M.A. in Religion).

Students lacking the appropriate undergraduate background or language proficiency may be admitted provisionally until prerequisites are met through the completion of a prescribed program.

#### 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
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 of religious studies.
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 semester hours)

- RELI 600 Research Seminar 3 hrs.
- RELI 605 Biblical Studies Seminar 3 hrs.
- RELI 640 Theological Studies Seminar 3 hrs.
- RELI 660 World Religions Seminar 3 hrs.
- RELI 680 Literature and Religion Seminar 3 hrs.

One of the following three courses:

- RELI 650 Philosophy of Religion Seminar 3 hrs.
- RELI 630 Historical Studies Seminar 3 hrs.
- RELI 670 Psychology of Religion Seminar 3 hrs.

### B. Research or Teaching Track (6 hours)

Advances Research Track: OR Teaching Track:

- RELI 695 Thesis 6 hrs. RELI 685 Religious Instruction Seminar 3 hrs.
- RELI 690 Graduate Internship 3 hrs.

### C. Concentrations (12 hours)\*

#### (1) Biblical Studies/Languages within the Department

- RELI 610 Advanced Hebrew Exegesis Seminar 3 hrs.
- RELI 620 Advanced Greek Exegesis Seminar 3 hrs.
- RELI 615 Old Testament Seminar 3 hrs.
- RELI 625 New Testament Seminar 3 hrs.

OR

#### (2) Out of Department

With approval from the Department of Religious Studies and Philosophy and permission of the appropriate department/school, twelve graduate hours may be taken from the Department of English Language and Literature, School of Divinity, School of Education, or School of Psychology and Counseling. These hours may be taken from one department/school or from a combination, based upon the student's vocational interests.

\*Students may choose a combination of courses from the Biblical Studies/Languages concentration along with out-of-department electives. However, students desiring to meet Ph.D. entrance

requirements in the area of biblical studies/languages are strongly encouraged to follow the Biblical Studies/Languages concentration and to examine the requirements of the specific Ph.D. program to which they wish to apply.

Biblical Studies Electives (M.Div.) 6 hrs.

Historical/Theological Electives (M.Div.) 3 hrs.

Practical Ministry Electives (M.Div.) 3 hrs.

M.Div. Core 60 hrs.

TOTAL in the M.Div./M.A. in Religion 108 hrs.

## EXIT CRITERIA

In order to graduate, all students in the program must pass comprehensive written examinations on their course work. These students in the thesis track must pass a successful oral defense of their thesis. Those students in the teaching track must pass a successful written or oral defense of their internship.

# Course Descriptions

## BIBLICAL BACKGROUNDS

### **DSTT400 STUDY TOUR OF ISRAEL AND THE MIDDLE EAST**

*3 semester hours*

A guided study tour of Israel and the Middle East with emphasis upon the historical, geographical, archaeological, and biblical orientation of each site.

### **DSTT410 STUDY TOUR OF GREECE AND TURKEY**

*3 semester hours*

A guided study tour of Greece and Turkey with an emphasis upon the historical, geographical, archaeological, cultural, and biblical orientation of each site.

## OLD TESTAMENT STUDIES AND HEBREW

### **DSHB100 HEBREW I**

*3 semester hours*

An introduction to the grammar and syntax of biblical Hebrew.

### **DSHB101 HEBREW II**

*3 semester hours*

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.

**DSHB200 HEBREW EXEGESIS: GENESIS**

*3 semester hours*

An exegetical study of Genesis.

Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

**DSHB203 HEBREW EXEGESIS: AMOS**

*3 semester hours*

An exegetical study of Amos.

Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

**DSHB205 HEBREW EXEGESIS: EXODUS**

*3 semester hours*

An exegetical study of Exodus.

Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

**DSHB206 HEBREW EXEGESIS: PSALMS**

*3 semester hours*

An exegetical study of Psalms.

Prerequisite: DSHB101 (Hebrew Syntax and Exegesis) or its equivalent.

**DSHB401 SELECTED READINGS IN HEBREW**

*3 semester hours*

The translation and interpretation of various biblical and extra-biblical Hebrew texts.

Prerequisite: Hebrew I and II or their equivalent.

**DSOT100 INTRODUCTION TO THE OLD TESTAMENT I**

*3 semester hours*

An introductory survey of the Pentateuch and historical books of the Old Testament with attention to background, history, contents, and major themes.

**DSOT101 INTRODUCTION TO THE OLD TESTAMENT II**

*3 semester hours*

An introductory survey of the prophets and writings in the Old Testament with attention to background, history, contents, and major themes.

**DSOT200 GENESIS**

*3 semester hours*

A study of the English text of Genesis, with attention given to its composition, historical background, theological content, and hermeneutical application.

**DSOT201 EXODUS**

*3 semester hours*

A study of the English text of Exodus, with attention to composition, historical background, theological content, and hermeneutical application.

**DSOT203 THE DEUTERONOMISTIC HISTORY**

*3 semester hours*

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.

**DSOT205 ISAIAH**

*3 semester hours*

A study of the English text of Isaiah, with attention given to its composition, historical background, theological content, and hermeneutical application.

**DSOT206 JEREMIAH**

*3 semester hours*

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.

**DSOT308 AMOS AND HOSEA**

*3 semester hours*

A study of the English texts of Amos and Hosea, with attention to composition, historical background, theological content, and hermeneutical application.

**DSOT400 OLD TESTAMENT THEOLOGY**

*3 semester hours*

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.

#### **DSOT401 SELECTED TOPICS IN OLD TESTAMENT**

*3 semester hours*

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.

#### **DSOT402 HEBREW MESSIANIC THOUGHT**

*3 semester hours*

The purpose of this course is to examine the Hebrew concept of “messiah” from several different perspectives. An attempt will be made to identify origins of messianic thought in Israel and to trace the development of messianism into the Christian era, noting the continuing stream of messianism in both Judaism and Christianity. Attention will be given to New Testament treatment of Old Testament texts as “messianic.” Specific Old Testament texts will be examined to demonstrate various ways messianic thought originated and developed.

#### **DSOT404 OLD TESTAMENT APOCALYPTIC**

*3 semester hours*

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.

#### **DSOT405 THE WISDOM LITERATURE AND PSALMS**

*3 semester hours*

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.

## **DSOT410 THE PROBLEM OF EVIL IN THE BIBLICAL WORLD**

*3 semester hours*

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.

## **NEW TESTAMENT STUDIES AND GREEK**

### **DSGK100 GREEK I**

*3 semester hours*

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.

### **DSGK101 GREEK II**

*3 semester hours*

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.

### **DSGK202 GALATIANS**

*3 semester hours*

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.

### **DSGK203 EPHESIANS**

*3 semester hours*

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.

**DSGK204 LUKE**

*3 semester hours*

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.

**DSGK205 COLOSSIANS**

*3 semester hours*

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.

**DSGK206 1 CORINTHIANS**

*3 semester hours*

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.

**DSGK401 SELECTED READINGS IN GREEK**

*3 semester hours*

The translation and interpretation of various biblical and/or extra-biblical Greek texts.

Prerequisite: Greek I and II or equivalent.

**DSNT100 INTRODUCTION TO THE NEW TESTAMENT I**

*3 semester hours*

A study of the background, history, literary genre, and theology of the canonical Gospels beginning with the inter-biblical period.

**DSNT101 INTRODUCTION TO THE NEW TESTAMENT II**

*3 semester hours*

A study of the background, history, literary genre, and theology of the Book of Acts, the Letters of Paul, the General Letters, and Revelation.

**DSNT201 MATTHEW**

*3 semester hours*

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.

**DSNT202 MARK**

*3 semester hours*

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.

**DSNT206 1 CORINTHIANS**

*3 semester hours*

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.

**DSNT209 GALATIANS**

*3 semester hours*

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.

**DSNT210 EPHESIANS**

*3 semester hours*

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.

**DSNT220 JAMES**

*3 semester hours*

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.

**DSNT306 ROMANS**

*3 semester hours*

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.

### **DSNT310 REVELATION**

*3 semester hours*

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.

### **DSNT401 SELECTED TOPICS IN NEW TESTAMENT**

*3 semester hours*

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.

### **DSNT404 THE THEOLOGY OF MARK**

*3 semester hours*

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.

### **DSNT405 THE THEOLOGY OF LUKE-ACTS**

*3 semester hours*

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.

### **DSNT406 NEW TESTAMENT SOTERIOLOGY**

*3 semester hours*

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.

### **DSNT407 STUDIES IN PAULINE THEOLOGY**

*3 semester hours*

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.

### **DSNT408 STUDIES IN JOHANNINE THEOLOGY**

*3 semester hours*

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.

### **DSNT409 THE JEWISH-CHRISTIAN WRITINGS OF THE NEW TESTAMENT**

*3 semester hours*

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.

### **DSNT412 THE PARABLES OF JESUS**

*3 semester hours*

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.

### **DSNT414 BIBLICAL HERMENEUTICS**

*3 semester hours*

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.

## **CHRISTIAN ETHICS**

### **DSET100 CHRISTIAN ETHICS**

*3 semester hours*

Biblical and historical studies of Christian ethics, with contemporary applications.

### **DSET101 MINISTERIAL ETHICS**



*3 semester hours*

This course addresses the ethical and moral challenges that Christian ministers face.

### **DSET305 MORAL ISSUES IN THE EPISTLE OF JAMES**

*3 semester hours*

An exegesis of the book of James with a view to finding its moral implications in a postmodern context.

### **DSET401 SELECTED TOPICS IN ETHICS**

*3 semester hours*

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.

## **CHRISTIAN HISTORY**

### **DSHS100 INTRODUCTION TO CHRISTIAN HISTORY I**

*3 semester hours*

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.

### **DSHS101 INTRODUCTION TO CHRISTIAN HISTORY II**

*3 semester hours*

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.

### **DSHS201 THE ENGLISH REFORMATION**

*3 semester hours*

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.

### **DSHS310 THE CHANGING FACE OF BAPTISTS**

*3 semester hours*

The purpose of the course is three-fold: to survey the historical, sociological, and theological background of the controversy within the Southern Baptist Convention since 1979 and the bibliography that has emerged; to assess the impact of the key leaders; and to analyze the consequences of the controversy, especially the restructuring of the SBC and formation of alternative groups.

## **DSHS401 SELECTED TOPICS IN CHURCH HISTORY**

*3 semester hours*

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.

## **CHRISTIAN THEOLOGY**

### **DSTH200 INTRODUCTION TO CHRISTIAN THEOLOGY I**

*3 semester hours*

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.

### **DSTH201 INTRODUCTION TO CHRISTIAN THEOLOGY II**

*3 semester hours*

This course is a continuation of Introduction to Christian Theology I.

### **DSTH300 WOMEN IN MINISTRY**

*3 semester hours*

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.

### **DSTH301 THE CROSS**

*3 semester hours*

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.

### **DSTH401 SELECTED TOPICS IN CHRISTIAN THEOLOGY**

*3 semester hours*

A biblical, historical, or theological study of a particular Christian doctrine, theological tradition, or institution. May be repeated if course content is different.

### **DSPH100 PHILOSOPHY OF RELIGION**

*3 semester hours*

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.

## **SPIRITUAL FORMATION**

### **DSSF100 INTRODUCTION TO THEOLOGICAL EDUCATION FOR MINISTRY**

*3 semester hours*

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.

### **DSSF200 SPIRITUAL FORMATION: THE CHRISTIAN JOURNEY**

*3 semester hours*

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.

### **DSSF201 READINGS IN SPIRITUAL CLASSICS**

*3 semester hours*

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.

### **DSSF202 CREATING CHRISTIAN EDUCATION AND FORMATION CURRICULA**

*3 semester hours*

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.

### **DSSF300 THE THEORY AND PRACTICE OF MINISTRY**

*3 semester hours*

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.

### **DSSF301 CAPSTONE SEMINAR**

*3 semester hours*

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.

## **CHRISTIAN EDUCATION AND FORMATION**

### **DSCE105 TEACHING AND LEARNING IN THE CHURCH**

*3 semester hours*

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.

### **DSCE110 THE CHURCH PREPARING FOR MISSION AND MINISTRY**

*3 semester hours*

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.

### **DSCE115 ADMINISTRATION AND LEADERSHIP IN THE CHURCH**

*3 semester hours*

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.

### **DSCE200 CHRISTIAN EDUCATION AND FORMATION WITH YOUTH**

*3 semester hours*

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.

### **DSCE206 CHRISTIAN EDUCATION AND FORMATION WITH CHILDREN**

*3 semester hours*

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.

### **DSCE210 CHRISTIAN EDUCATION AND FORMATION WITH ADULTS**

*3 semester hours*

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.

### **DSCE310 LEADERSHIP WITH VOLUNTEERS IN THE CHURCH**

*3 semester hours*

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.

### **DSCE315 COMMUNICATING INSIDE AND OUTSIDE THE CHURCH**

*3 semester hours*

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.

### **DSCE400 CHRISTIAN EDUCATION SPECIALIZATION PRACTICUM**

*6 semester hours*

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.

### **DSCE401 SELECTED TOPICS IN CHRISTIAN EDUCATION AND FORMATION**

*3 semester hours*

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.

### **DSCE451 WRITING FOR PUBLICATION SEMINAR**

*3 semester hours*

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.

## **CHRISTIAN MINISTRY**

### **DSMN100 LIFE AND WORK OF THE MINISTER**

*3 semester hours*

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.

### **DSMN201 INTRODUCTION TO PREACHING**

*3 semester hours*

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.

### **DSMN202 INTRODUCTION TO WORSHIP**

*3 semester hours*

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.

### **DSMN300 PREACHING FROM THE GOSPELS**

*6 semester hours*

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?

### **DSMN301 PREACHING PRACTICUM**

*3 semester hours*

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.

### **DSMN401 SELECTED TOPICS IN CHRISTIAN MINISTRY**

*3 semester hours*

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.

## **MISSIOLOGY**

### **DSMS200 WORLD RELIGIONS**

*3 semester hours*

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.

### **DSMS201 CONTEMPORARY RELIGIOUS MOVEMENTS**

*3 semester hours*

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.

### **DSMS210 INTRODUCTION TO ISLAM**

*3 semester hours*

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.

### **DSMS300 EVANGELISM**

*3 semester hours*

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.

### **DSMS301 CHURCH PLANTING AND DEVELOPMENT**

*6 semester hours*

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.

### **DSMS302 URBAN MISSIOLOGY**

*3 semester hours*

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.

### **DSMS303 CULTURAL ANTHROPOLOGY**

*3 semester hours*

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.

### **DSMS 304 JESUS IN A GLOBAL PERSPECTIVE**

*3 semester hours*

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.

### **DSMS 305 DIASPORA MINISTRIES**

*3 semester hours*

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.

### **DSMS 310 MISSION IN BIBLICAL-THEOLOGICAL PERSPECTIVES**

*3 semester hours*

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.

### **DSMS 311 MISSION IN HISTORICAL PERSPECTIVES**

*3 semester hours*

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.

### **DSMS312 MISSION IN CONTEMPORARY PERSPECTIVES**

*3 semester hours*

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.

### **DSMS400 MISSION IMMERSION EXPERIENCE**

*3 semester hours*

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.

### **DSMS401 SELECTED TOPICS IN MISSIOLOGY**

*3 semester hours*

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.

## **INTERCULTURAL STUDIES**

### **DSIS200 WORLDVIEW STUDIES**

*3 semester hours*

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.

### **DSIS300 TRANSFORMATION STUDIES**

*3 semester hours*

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.

### **DSIS302 URBAN STUDIES**

*3 semester hours*

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.

### **DSIS301 COMMUNITY DEVELOPMENT**

*3 semester hours*

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.

### **DSIS303 CULTURAL ANTHROPOLOGY**

*3 semester hours*

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.

### **DSIS305 DIASPORA STUDIES**

*3 semester hours*

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.

### **DSIS310 MASS MOVEMENTS IN THE TEXTS**

*3 semester hours*

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.

### **DSIS311 MASS MOVEMENTS IN HISTORICAL PERSPECTIVES**

*3 semester hours*

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.

### **DSIS312 MASS MOVEMENTS IN CONTEMPORARY PERSPECTIVES**

*3 semester hours*

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.

### **DSIS400 ICS PRACTICUM**

*3 semester hours*

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.

## **PASTORAL CARE AND COUNSELING**

### **DSPC100 INTRODUCTION TO PASTORAL CARE AND COUNSELING**

*3 semester hours*

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.

### **DSPC105 MINISTERING TO THE CHEMICALLY DEPENDENT AND THEIR FAMILIES**

*3 semester hours*

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.

### **DSPC110 PASTORAL THEOLOGY**

*3 semester hours*

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.

### **DSPC115 PASTORAL CARE OF FAMILIES**

*3 semester hours*

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.

### **DSPC120 PASTORAL CARE TO PERSONS IN CRISIS**

*3 semester hours*

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.

### **DSPC125 GRIEF, LOSS, DEATH, AND DYING**

*3 semester hours*

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.

### **DSPC200 CLINICAL PASTORAL EDUCATION**

*3 or 6 semester hours*

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: Introduction to Pastoral Care and Counseling and Faculty Approval.

### **DSPC204 INTERPERSONAL RELATIONSHIPS IN MINISTRY**

*3 semester hours*

A study of the theory and practice of group dynamics, interpersonal relationships and conflict. The course will be both cognitive and interactive, and may only be taken with approval of the professor.

### **DSPC210 CHAPLAINCY MINISTRY**

*3 semester hours*

A study of various opportunities for the church’s ministry in traditional and nontraditional settings such as military, industrial, campus, hospitals and hospice, etc.

### **DSPC220 TRAINING LAY COUNSELORS IN THE CHURCH**

*3 semester hours*

Attention will be given to teaching basic pastoral interventions and counseling skills to lay persons (volunteers, non-vocational persons) who desire to provide effective ministry as an extension of the church’s care.

### **DSPC225 THE MINISTRY OF MARRIAGE AND FAMILY ENRICHMENT**

*3 semester hours*

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.

### **DSPC240 LEGAL AND ETHICAL ISSUES IN PASTORAL CARE AND COUNSELING**

*3 semester hours*

The course will examine ethical and legal issues which pertain to pastoral caregivers.

## **DSPC250 THE PSYCHOLOGY OF RELIGIOUS EXPERIENCE**

*3 semester hours*

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.

## **DSPC255 HUMAN BEHAVIOR AND PATHOLOGY/ADDICTION**

*3 semester hours*

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.

## **DSPC260 PSYCHOLOGICAL TESTING/MEASUREMENT, APPRAISAL AND ASSESSMENT**

*3 semester hours*

This ministry course is designed to train the pastoral caregiver to utilize specific instruments for understanding and providing ministry in the context of the church. Students will be helped to understand, develop, and utilize research design, as well as to use a variety of assessment tools such as the Myers-Brigg Temperament Analysis, Strong Vocational Inventory, Beck Depression Scale, Firo-B, Prepare/Enrich, etc.

## **DSPC270 RELIGION, SPIRITUALITY, AND PERSONALITY**

*3 semester hours*

A study of various theories of personality and their implications for understanding the nature of personhood, the meaning of human existence as well as religious, spiritual, and faith development.

## **DSPC280 CONFLICT MINISTRY IN CHURCH AND COMMUNITY**

*3 semester hours*

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.

## **DSPC290 PASTORAL CARE AND LEADERSHIP IN THE AFRICAN AMERICAN CHURCH**

*3 semester hours*

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.

## **DSPC300 DEVELOPING CRISIS RESPONSE TEAMS FOR CHURCH AND COMMUNITY**

*3 semester hours*

This course explores the theory and strategies of developing crisis response teams. A variety of crises will be addressed including natural disasters and those caused by human error or brutality.

### **DSPC400 PASTORAL CARE AND COUNSELING PRACTICUM**

*3 semester hours*

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.

### **DSPC401 SELECTED TOPICS IN PASTORAL CARE AND COUNSELING**

*3 semester hours*

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.

### **DSPC405 HEALTH AND SPIRITUALITY**

*3 semester hours*

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.

### **DSPC411 PASTORAL CARE THROUGH THE LIFE CYCLE**

*3 semester hours*

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.

## **ADDITIONAL STUDIES-LANGUAGE**

### **DSLG105 BIBLICAL ARAMAIC**

*3 semester hours*

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.

### **DSLG115 THEOLOGICAL GERMAN**

*3 semester hours*

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.

## **Doctor of Ministry**

### **PROGRAM DESCRIPTION**

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. DSDM501 (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 DSDM593 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@ 2hrs., 4 @ 4 hrs. each)	18 hrs.
Supervision (2 sems. @ 3 hrs. each)	6 hrs.
Ministry Project	minimum 6 hrs.*
Total Hours for D.Min. Degree	30 hrs.

## PROGRAM COSTS

Tuition (\$402 p/hr. x minimum 30 hrs..*)	\$12,060
R & A Administration Fee	\$ 250
R & A Proofreader Fee	\$ 100
Graduation Fee	\$ 125
Total	\$12,535

\*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)
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.
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 Office of Graduate  
Address: 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 Gardner-Webb University, the M. Christopher White 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 3 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 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.

## FORM AND STYLE

All written work should be submitted in formal style according to A Manual for Writers of Research Papers, Theses, and Dissertations, 7th Edition, by Kate L. Turabian. Chicago: University of Chicago Press, 2007, unless the candidate is instructed otherwise by a professor.

## GRADING SCALE

Grades will be given on a 4.0 scale with the letter grade "A" representing superior performance and the letter grade "F" representing unacceptable performance.

A=100-94

B=93-85

C=84-70

D=69-60

F=59 and below

[Click here for the Doctor of Ministry course descriptions.](#)

# Course Descriptions

## Doctor of Ministry

### **DSDM501 THE MINISTRY AS LIFE-LONG LEARNING**

*2 semester hours*

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.

### **DSDM510 THE MINISTRY OF BIBLICAL INTERPRETATION**

*4 semester hours*

This seminar is a study of various historical interpretative approaches to both the Old and New Testaments.

## **DSDM520 THE MINISTRY OF WORSHIP**

*4 semester hours*

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.

## **DSDM521 THE MINISTRY OF PREACHING**

*4 semester hours*

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.

## **DSDM530 THE MINISTRY OF CHRISTIAN EDUCATION AND ADMINISTRATION**

*4 semester hours*

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.

## **DSDM531 THE MINISTRY OF LEADERSHIP IN THE CHURCH**

*4 semester hours*

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.

## **DSDM540 THE MINISTRY OF PASTORAL CARE**

*4 semester hours*

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.

## **DSDM541 CONFLICT RESOLUTION IN THE CHURCH**

*4 semester hours*

This seminar will examine the dynamics of conflict in the church. Attention will be given to assessing conflict from intrapersonal, interpersonal and systemic perspectives.

#### **DSDM550 THE MINISTRY AND THE WORLD**

*4 semester hours*

This seminar will challenge the student to engage in the important missiological issues related to being a Christian witness in a culturally diverse context.

#### **DSDM551 MISSION AND MINISTRY IN A PLURALISTIC WORLD**

*4 semester hours*

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.

#### **DSDM552 MISSION AND CROSS CULTURAL MINISTRY**

*4 semester hours*

This seminar will challenge the student to engage the important missiological issues related to being a Christian witness in a culturally diverse context.

#### **DSDM553 MISSION STRATEGIES FOR MINISTRY**

*4 semester hours*

This seminar seeks to equip the student to be effective in use of relevant mission and ministry strategies.

#### **DSDM580 CLINICAL AND PASTORAL EDUCATION**

*3 semester hours*

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.

#### **DSDM581 SUPERVISION I**

*3 semester hours*

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.

#### **DSDM582 SUPERVISION II**

*3 semester hours*

This course in supervision is a continuation of DSDM581.

### **DSDM583 SUPERVISION III**

*3 semester hours*

This course in supervision is a remedial semester for certain students.

### **DSDM590 MINISTRY PROJECT PROPOSAL WORKSHOP**

*no credit hours*

This workshop assists the student in developing a project proposal to be submitted to the faculty for approval.

### **DSDM591 MINISTRY PROJECT DEVELOPMENT I**

*3 semester hours*

The approved project is implemented in this course under the direction of the student's project committee.

### **DSDM592 MINISTRY PROJECT DEVELOPMENT II**

*3 semester hours*

The approved project is completed, analyzed and defined by the student in this course under the direction of the student's project committee.

### **DSDM593 MINISTRY PROJECT EXTENSION**

This course provides an additional semester, if necessary.

## **DOCTOR OF MINISTRY CONCENTRATION IN PASTORAL CARE AND COUNSELING**

### **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 hrs)

### **DSDM 561 ISSUES IN ADVANCED PASTORAL CARE AND COUNSELING**

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 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 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 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 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 hours)

#### **DSDM 591 AND 592 MINISTRY PROJECT I AND II (6 hours)**

#### **DSDM 593 MINISTRY PROJECT EXTENSION**

## **COLLEGE OF HEALTH SCIENCES**

### **Master of Physician Assistant Studies**

#### **Faculty**

Dean: G. Davenport

Associate Director: T. Mulligan

Medical Director: B. Young

Assistant Medical Director: N. Winker

Director of Clinical Education: D. James

## Mission Statement

The Physician Assistant Program exists to develop knowledgeable and caring Physician Assistants who practice competent patient-centered primary care in diverse environments.

## Goals

Faith – Foster a commitment to Christian values, ethics, and integrity in personal and professional service as a physician assistant.

Service – Emphasize a servant-leadership lifestyle, which prepares graduates to serve in underserved communities, domestically and abroad.

Leadership – Develop a solid professional value system, committed to life-long learning, professional development, and advocacy for the profession.

Knowledge – Cultivate high quality graduates committed to self-discovery and self-assessment and committed to the application of critical thinking and analysis of research.

## Academic Curriculum

### Spring Semester - Year One (Didactic)

- MPAS 502 Delivery of Care (3 SH)
- MPAS 504 Applied Human Anatomy (3 SH)
- MPAS 506 Medical Physiology (3 SH)
- MPAS 508 History and Physical Exam (3 SH)
- MPAS 510 Mechanisms of Disease (3 SH)
- MPAS 512 Clinical Pharmacology (2 SH)

### Summer Semester - Year One (Didactic)

- MPAS 540 Physician Assistant Medicine I (11 SH)
- MPAS 520 Patient Centered Care I (2 SH)
- MPAS 530 Professional Development I (1 SH)
- MPAS 580 Operating Room and Minor Surgery (2 SH)

### Fall Semester - Year One (Didactic)

- MPAS 550 Physician Assistant Medicine (14 SH)
- MPAS 522 Patient Centered Care II (2 SH)
- MPAS 532 Professional Development II (1 SH)
- MPAS 590 Emergency and Disaster Readiness (2 SH)

### Spring Semester - Year Two (Didactic)

- MPAS 560 Physician Assistant Medicine III (11 SH)
- MPAS 524 Patient Centered Care III (2 SH)
- MPAS 534 Professional Development III (1 SH)
- MPAS 570 Population Based Medicine (2 SH)
- MPAS 599 Pre-Clinical Seminar (0 SH)

**Clinical Year (Summer Semester - Year Two, Fall Semester - Year Two, and Spring Semester - Year**

### Three)

PAS 620 Family Medicine - 6 Weeks (6 SH)

PAS 622 Internal Medicine - 6 Weeks (6 SH)

PAS 624 Pediatrics - 3 Weeks (3 SH)

PAS 626 Women's Health - 3 Weeks (3 SH)

PAS 628 Emergency Medicine - 6 Weeks (6 SH)

PAS 630 General Surgery - 6 Weeks (6 SH)

PAS 632 Mental Health - 3 Weeks (3 SH)

PAS 636 Underserved Population - 3 Weeks (3 SH)

PAS 638 Elective - 6 Weeks (6 SH)

PAS 640 Professional Development Clinical I (1 SH) (Summer)

PAS 642 Professional Development Clinical II (1 SH) (Fall)

PAS 644 Professional Development Clinical III (1 SH) (Spring)

PAS 650 Summative Evaluation - Rotation Assessment Days I (1 SH) (Fall - early)

PAS 652 Summative Evaluation - Rotation Assessment Days II (1 SH) Fall - late)

PAS 654 Summative Evaluation - Rotation Assessment Days III (1 SH) (Spring)

[Click here to view the courses for the Physician Assistant Studies Program](#)

## Course Descriptions

### Physician Assistant Studies

#### **MPAS 502 DELIVERY OF CARE**

Semester: Spring I

*3 semester hours*

MPAS502 Delivery of Care is designed to assist the student with transition into the medical profession and serve as an introduction to professional practice issues. Areas of discussion include the history of the physician assistant profession, professionalism, ethics, communication, evidence based medicine, patient centered care, and health information literacy. The course establishes the groundwork for subsequent professional development and patient centered care courses.

#### **MPAS 504 APPLIED HUMAN ANATOMY**

Semester: Spring I

*3 semester hours*

MPAS504 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 activity.

### **MPAS 506 MEDICAL PHYSIOLOGY**

Semester: Spring I

*3 semester hours*

MPAS506 Medical Physiology uses a systems based approach to cover fundamental physiologic principles that provides students with essential knowledge of human physiologic functions related 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 learned concurrently. Emphasis is on integration of physiology, anatomy, pathophysiology, microbiology 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 case studies and laboratory experiences.

### **MPAS 508 HISTORY AND PHYSICAL EXAMINATION**

Semester: Spring I

*3 semester hours*

MPAS508 History and Physical Examination provides instruction and practice in obtaining and recording a comprehensive and focused health history and performing a proper physical examination on patients of any age. Emphasis is placed on professionalism and sensitivity to gender, age and cultural background. The initial focus will be on establishing a foundation for the student to recognize normal physical exam findings followed by distinguishing 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 provider 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 each session 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.

### **MPAS 510 MECHANISMS OF DISEASE**

Semester: Spring I

*3 semester hours*

MPAS510 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.

### **MPAS 512 CLINICAL PHARMACOLOGY**

Semester: Spring I

*2 semester hours*

MPAS512 Clinical Pharmacology covers 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, the drug development process and the introduction of complimentary and alternative pharmacotherapy. Emphasis is placed on individualization of drug therapy. Pharmacotherapeutics for specific organ systems is presented in the individual organ system courses.

### **MPAS 520 PATIENT CENTERED CARE I**

Semester: Summer I

*2 semester hours*

The patient-centered care (PCC) sequence of courses (MPAS520, MPAS522, and MPAS524) span the didactic component of the curriculum and are 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 expands on MPAS502 Delivery of Care and the concurrent MPAS540 Medicine I course. It introduces students to simulated cases and they will act as clinicians to evaluate standardized patients. 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, oral case presentation, and integration of preventive care and public health principles in the context of acute care.

### **MPAS 522 PATIENT CENTERED CARE II**

Semester: Fall II

*2 semester hours*

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and 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 expands on MPAS502 Delivery of Care, MPAS520 Patient Centered Care I, MPAS540 PA Medicine I and the concurrent MPAS550 PA Medicine II course. It introduces students to simulated cases and they will act as clinicians to evaluate standardized patients. Cases will be acute care in nature and emphasis will be placed on the following: comprehensive patient management, longitudinal management of established patients, admission orders, inpatient management, progress notes, discharge summaries, rehabilitative care, palliative care and end-of-life issues, and utilization of an electronic health record.

### **MPAS 524 PATIENT CENTERED CARE III**

Semester: Spring II

*2 semester hours*

The patient-centered care (PCC) sequence of courses spans the didactic component of the curriculum and is designed to challenge students to develop clinical reasoning skills, think critically, 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 expands on MPAS502 Delivery of Care, MPAS520 Patient Centered Care I, MPAS522 Patient Centered Care II, MPAS540 PA Medicine I, MPAS550 PA Medicine II, and concurrent MPAS560 PA Medicine III course. This course prepares students to work in teams with students from other health professions on campus. Case-based scenarios and cases utilizing manikin simulators will facilitate a team approach to patient-centered care. Students will be challenged to rely on the strengths of students from other disciplines to solve complex medical cases. Emphasis will also be placed on further developing interpersonal and communication skills.

### **MPAS 530 PROFESSIONAL DEVELOPMENT I**

Semester: Summer I

*1 semester hours*

The Professional Development sequence of courses spans the entire 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 expands on MPAS502 Delivery of Care focusing on the health care provider's roles and responsibilities in the area of public health and the practice of preventive medicine.

### **MPAS 532 PROFESSIONAL DEVELOPMENT II**

Semester: Fall II

*1 semester hours*

The Professional Development sequence of courses spans the entire 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 expands on MPAS502 Delivery of Care and MPAS530 Professional Development I and focuses on 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 examined.

### **MPAS 534 PROFESSIONAL DEVELOPMENT III**

Semester: Spring II

*1 semester hours*

The MPAS534 Professional Development sequence of courses spans the entire 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 expands on MPAS502 Delivery of Care, MPAS530 Professional Development I, and MPAS532 Professional Development II and focuses on preparation for clinical practice and many legal and practice-related issues including: electronic data management, coding, billing, reimbursement, rules and regulations, confidentiality, certification and licensure, and safety.

### **MPAS 540 PHYSICIAN ASSISTANT MEDICINE I**

Semester: Summer I

*11 semester hours*

MPAS540 Physician Assistant Medicine I is one in a series of courses 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 an introduction to organ systems. During this course, the 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, and clinical course of these conditions will be explored. Emphasis will also be on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the recording and presenting of patient evaluation data. Development of clinical skills is facilitated by observation of videos and simulations and students will perform written and practical skills examinations that incorporate the objective structured clinical exam (OSCE). During an OSCE, students are observed and evaluated as they go through a series of stations in which they interview, examine and treat standardized patients who present with some type of medical problem.

### **MPAS 550 PHYSICIAN ASSISTANT MEDICINE II**

Semester: Fall II

*14 semester hours*

MPAS550 Physician Assistant Medicine II is one in a series of courses 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, the commonly encountered medical problems affecting 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, and clinical course of these conditions will be 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 recording and presenting of patient evaluation data. Development of clinical skills is facilitated by observation of videos and simulations and students will perform written and practical skills examinations that incorporate the objective structured clinical exam (OSCE). During an OSCE, students are observed and evaluated as they go through a series of stations in which they interview, examine and treat standardized patients who present with some type of medical problem.

### **MPAS 560 PHYSICIAN ASSISTANT MEDICINE III**

Semester: Spring II

*11 semester hours*

MPAS560 Physician Assistant Medicine III is one in a series of courses 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, the commonly encountered medical problems affecting the Genitourinary,

Reproductive, Musculoskeletal, and Neurology systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management, and clinical course of these conditions will be 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 recording and presenting of patient evaluation data. Development of clinical skills is facilitated by observation of videos and simulations and students will perform written and practical skills examinations that incorporate the objective structured clinical exam (OSCE). During an OSCE, students are observed and evaluated as they go through a series of stations in which they interview, examine and treat standardized patients who present with some type of medical problem.

### **MPAS 570 POPULATION BASED MEDICINE**

Semester: Spring II

*2 semester hours*

MPAS570 Population Based Medicine is designed to address issues unique to Pediatric and Geriatric populations building on previous courses including topics in anatomy, pathophysiology, genetics and medicine. Module One (pediatrics) explores principles of pediatric care in the primary care setting including assessment of the child patient, preventive health, immunizations, screening, health promotion, psychosocial fundamentals of normal growth and development, common conditions and illnesses specific to the pediatric population, and patient education and counseling for pediatric patients and family members. Communication skills and sensitivity to the needs of children and parents are emphasized. Specific topics related to the newborn and child are presented in other courses and include perinatal care, congenital disorders, pediatric pharmacotherapy, and pediatric infectious disease. Module Two (geriatrics) examines physical and psychosocial changes that occur with aging and health problems commonly seen in the older patient population. Topics include the impact of aging on a patient's quality of life, limitations in mobility and communication, access to health care, therapeutic interventions, and issues related to death and dying.

### **MPAS 580 OR and Minor Surgery**

Semester: Spring II

*2 semester hours*

MPAS580 OR and Minor Surgery course covers concepts of surgical assessment, basic surgical skills and procedures, surgical complications and management of surgical patients. It builds on the foundation of the previous medicine courses and expands on etiology, pathophysiology, clinical manifestation, and 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 co-morbidities warranting surgical evaluation and perioperative management will be discussed. The laboratory section of the course instructs the student in the performance of skills such as suturing, casting and splinting, aseptic surgical technique, vascular line placement, local anesthesia, and control of bleeding. This course will incorporate interdisciplinary instruction by utilizing faculty from varied areas of expertise and experience.



## **MPAS 590 EMERGENCY AND DISASTER READINESS**

Semester: Spring II

*2 semester hours*

MPAS590 Emergency and Disaster Readiness course covers emergency medicine and community response to manmade and natural disasters. Instruction will include (1) Basic Life Support, (2) Advanced Cardiac Life Support, and (3) community emergency response training (CERT). The Community Emergency Response Team (CERT) Program educates people about disaster preparedness for hazards that may impact an area and trains students in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. Problem-based case studies and team-based activities will be utilized extensively in this course to encourage the development of teamwork, collaboration, and interdisciplinary value.

## **MPAS 599 Pre-Clinical Seminar**

Semester: Spring II (end of term)

*0-semester hours*

This mandatory seminar is required before starting the supervised clinical practice experiential (SCPE) portion 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. 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 will be discussed. The purpose of this class 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 SCPE rotations. Students must pass each of the three testing areas prior to the start of SCPE rotations (see 'Assessment of Student Learning' policy for details).

## **SUPERVISED CLINICAL PRACTICE EXPERIENCE**

*Credit: Rotation Specific (3 SH to 6 SH each)*

The supervised clinical practice experience (SCPE) rotations provide the PA student an opportunity to apply the principles of general medicine learned in the preclinical 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 diagnosis, 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 PAS620 Family Medicine, PAS622 Internal Medicine, PAS624 Pediatrics, PAS626 Obstetrics and Gynecology, PAS628 Emergency Medicine, PAS630 General Surgery, PAS632 Psychiatric Medicine, PAS636 Underserved Populations or Areas, and PAS638 an Elective.

## **PAS 620 Family Medicine SCPE**

*6 semester hours*

This six-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of Family Medicine. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient setting, in patients of all ages.

**PAS 622 Internal Medicine SCPE**

*6 semester hours*

This six-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of Internal Medicine. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient and inpatient setting, in adult patients.

**PAS 624 Pediatric Medicine SCPE**

*3 semester hours*

This three-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of Pediatric Medicine. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient setting, in the pediatric age group.

**PAS 626 Women's Health SCPE**

*3 semester hours*

This three-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of OB/Gyn Medicine. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient setting, through exposure to a varied patient population to gain skills in general obstetrics and gynecology.

**PAS 628 Emergency Medicine SCPE**

*6 semester hours*

This six-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of Emergency Medicine. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient setting, in patients of all ages.

**PAS 630 General Surgery SCPE**

*6 semester hours*

This six-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of General Surgery. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient and inpatient setting, in patients of all ages

**PAS 632 Mental Health SCPE**

*3 semester hours*

This three-week clinical practice rotation provides an opportunity to learn, understand and gain supervised

experience in the principles of Mental Health Medicine. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient setting, in patients of all ages

**PAS 636 Underserved Population/Area SCPE**

*3 semester hours*

This three-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in the principles of medicine in Underserved Populations and Areas. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient setting, in patients of all ages.

**PAS 638 Elective SCPE**

*6 semester hours*

This six-week clinical practice rotation provides an opportunity to learn, understand and gain supervised experience in a discipline of choice. This SCPE rotation advances student learning in evaluation and management of commonly encountered conditions, in the outpatient and/or inpatient setting, in 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 one of the student's rotation of choice. If unable to meet this criterion, however, the Director of Clinical Education will meet with the student to discuss available options.

**PAS 640 PROFESSIONAL DEVELOPMENT – CLINICAL I**

Semester: Summer II

*1 semester hours*

The professional development – clinical sequence follows the didactic professional development courses. 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, 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.

**PAS 642 PROFESSIONAL DEVELOPMENT – CLINICAL II**

Semester: Fall II

*1 semester hour*

The professional development – clinical sequence follows the didactic professional development courses. 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.

## **PAS 644 PROFESSIONAL DEVELOPMENT – CLINICAL III**

Semester: Spring III

*Credit: 1 semester hour*

The professional development – clinical sequence follows the didactic professional development courses. 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 a continued emphasis on the display and development of professionalism as it applies to clinical practice.

## **PAS 650 Summative Evaluation - Rotation Assessment Days I**

Semester: Fall II (early in term)

*1 semester hours*

Students will return to campus every twelve weeks during the clinical year. This is the first of three 'Rotation Assessment Days' (aka: Summative Evaluations). Rotation Assessment Days (RAD) 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).

## **PAS 652 Summative Evaluation – Rotation Assessment Days II**

Semester: Fall II (end of term)

*1 semester hour*

Students will return to campus every twelve weeks during the clinical year. This is the second of three 'Rotation Assessment Days' (aka: Summative Evaluations). Rotation Assessment Days (RAD) 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).

## **PAS 654 Summative Evaluation – Rotation Assessment Days III**

Semester: Spring (end of term)

*1 semester hour*

Students will return to campus every twelve weeks during the clinical year. This is the third of three 'Rotation Assessment Days' (aka: Summative Evaluations). Rotation Assessment Days (RAD) 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. In addition, the third and final RAD will include a (5) summative written exam. 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 level of preparedness for

the physician assistant national certifying examination (PANCE).

## Master of Science in Nursing

Dean: Sharon Sarr, PhD, RN

Chair: Vickie Walker, DNP, RN

The Master of Science in Nursing Program 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)).

### Faculty

Professors: J. Carlton, C. Miller

Associate Professor: S. Starr

Assistant Professors: T. Arnold, A. Hamrick, C. Rome, R. Serafica, V. Walker, L. Wines

Instructors: A. Garlock, S. Creed-Hall, P. Hennessee, M. McNeilly, Q. Mooring, N. Waters, K. Williams, S. Tate

## INTRODUCTION

The Master of Science in Nursing (MSN) Program is offered in three areas of study: Nursing Administration, Nursing Education and Family Nurse Practitioner. In addition to the three areas of concentrated 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 Master of Science in Nursing with a concentration in Family Nurse Practitioner is designed to prepare students for the Family Nurse Practitioner exam.

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 MSN/MBA dual degree program is a 63-semester-hour program. This interdisciplinary program combines nursing leadership with a working knowledge of business and managerial skills.

The courses in the MSN programs of study are offered in a logical sequence from the core requirements of theory, issues, research, statistics, and caring to courses in the major area of concentration. The MSN Nursing Education and Nursing Administration concentrations culminate in a capstone course requiring 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 and Nursing Administration Certificate Programs are also offered.

## MISSION STATEMENT

The Mission of the 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 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 includes patient-centered care, evidence based practice, and interdisciplinary collaboration.
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.

## MSN Nursing Education and Nursing Administration Concentrations:

### **Student Learning Outcomes for the Nursing Education and Nursing Administration Concentrations:**

Graduates of the Master of Science in Nursing program with a concentration in Nursing Education or Nursing Administration will:

- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of nursing care across diverse settings;
- 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 (Safety) (Teamwork and collaboration);
- Apply the methods, tools, performance measures, and standards related to quality and quality principles within an organization (Quality improvement);
- Apply research outcomes within the practice setting to resolve practice problems, working as a change agent through dissemination of results (Evidence-based Practice);
- Use patient-care technologies to deliver and enhance care and communication technologies to integrate and coordinate care (Teamwork and Collaboration) (Informatics);
- Intervene at the system level through a policy development process that employs advocacy strategies to influence health and healthcare (Safety);
- Function as a professional member and leader of interprofessional teams through communication, collaboration, and consultation with other health professionals to manage and coordinate care (Teamwork and collaboration);
- 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 (Patient centered care) (Safety);
- Articulate the understanding that master's level nursing practice is any form of nursing intervention (including both direct and indirect care components) that influences healthcare outcomes for individuals, populations or

systems;

- Continue to learn and help others learn.

### **Admission Requirements for MSN Nursing Education and Nursing Administration:**

Application for admission to the MSN Program should be made through the 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. 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 program. (RN Applicants with a Baccalaureate Degree in another field may be accepted but must meet additional requirements for graduation: an undergraduate general statistics course, a nursing health assessment course, and a community health course or nursing leadership/management course.)
2. Current unrestricted licensure to practice as a Registered Nurse.
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 letters of reference.
7. Current, official, satisfactory Criminal Background Check results from the STATE in which you reside AND any other state lived in during the past ten years.
8. Immunizations as required by the university.

## **ACADEMIC CURRICULUM FOR THE NURSING EDUCATION AND NURSING ADMINISTRATION CONCENTRATIONS:**

### **A. Required Common Core**

- NURS 500 Theoretical Basis for Advanced Practice 3 SH
- NURS 501 Nursing and Health Care Systems and Issues 3 SH
- NURS 502 Methods of Advanced Research 3 SH
- NURS 505 Geriatric Health for Advanced Nursing Practice 3 SH
- NURS 504 Statistical Techniques for Graduate Research 3 SH

### **B. Required Courses by Concentration**

#### **Nursing Education**

- NURS 600 The Nurse Educator 3 SH
- NURS 601 Curriculum Theory and Application 3 SH
- NURS 602 Instructional and Evaluation Strategies 3 SH

#### **Nursing Administration**

- NURS 606 Nursing Economics and Finance 3 SH
- NURS 607 Administration of Nursing and Health Care Organizations 3 SH
- BADM 641 Health Care Law and Ethics 3 SH

### **C. Capstone Experience**

- NURS 616 Advanced Nursing Specialty Practicum 6 SH
- NURS 610 Thesis 3 SH

**ADDITIONAL GRADUATION REQUIREMENTS (NURSING PREREQUISITES) FOR THE RN WITH A BACCALAUREATE DEGREE IN ANOTHER FIELD:**

- Completion of a graduate or undergraduate general statistics course which includes probability theory, inferential statistics, and descriptive statistics.
- Completion of a nursing health assessment course.
- For the Master's in Nursing Education, completion of a community health course is required.
- For the Master's in Nursing Administration, completion of a nursing leadership/management course is required.

**MSN Family Nurse Practitioner Concentration:**

**Student Learning Outcomes for the Family Nurse Practitioner Concentration:**

Graduates of the MSN Program with a concentration in Family Nurse Practitioner will:

- Utilize a scientific foundation to develop or improve practice processes and outcomes;
- Assume the leadership role to improve access to quality and cost effective healthcare and to advance practice;
- Utilize best available evidence to improve quality of clinical practice and healthcare, implement interventions and promote a culture of excellence;
- Translate new knowledge into practice and generate knowledge from clinical practice to improve practice and patient outcomes;
- Demonstrate technology and information literacy competencies, including clinical information systems, to improve healthcare;
- Contribute to the development of health policy through analysis of ethical, legal, and social influencing factors, and recognition of the implications of health policy across disciplines;
- Apply knowledge of organizational practices and complex systems to improve health care and health care delivery and address the needs of culturally diverse populations, providers, and other stakeholders.
- Integrate ethical principles in practice at the individual, population and systems level;
- Provide patient-centered care for previously diagnosed and undiagnosed patients as a licensed independent practitioner.

**Admission Requirements for the Family Nurse Practitioner Concentration:**

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.
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 letters of reference.
7. 2 years of full time practice (one year = 2040 hours) in acute care over the past 3 years with a Statement of Description of work experience.



8. Current, official, satisfactory Criminal Background Check results from the STATE in which you reside AND any other state lived in during the past ten years.
9. Immunizations as required by the university.

### **ADDITIONAL FNP ADMISSION REQUIREMENTS FOR THE RN WITH A BACCALAUREATE DEGREE IN ANOTHER FIELD:**

The following Nursing BSN pre-requisites must be completed prior to entering the FNP Program:

1. Completion of a graduate or undergraduate general statistics course which includes probability theory, inferential statistics, and descriptive statistics.
2. Completion of a nursing health assessment course.
3. Completion of a community health course.

### **Academic Curriculum for the Family Nurse Practitioner Concentration:**

#### **Required Common Core**

- NFNP 500 Theoretical Basis for Advanced Practice 3 SH
- NFNP 501 Nursing and Health Care Systems and Issues 3 SH
- NFNP 502 Methods of Advanced Research 3 SH
- NFNP 505 Geriatric Health for Advanced Nursing Practice 3 SH
- NFNP 504 Statistical Techniques for Graduate Research 3 SH

#### **Required Courses for Concentration**

- NFNP 520 Pathophysiology in Advanced Nursing Practice 3 SH
- NFNP 521 Advanced Health Assessment Across the Lifespan 3SH
- NFNP 522 Pharmacology for Advanced Nursing Practice 3 SH
- NFNP 620 Primary Health Care of Adults 3 SH
- NFNP 621 Primary Health Care of Adults Practicum 4 SH
- NFNP 622 Primary Health Care of Women in Families 3 SH
- NFNP 623 Primary Health Care of Women in Families Practicum 4 SH
- NFNP 624 Primary Health Care of Children in Families 3 SH
- NFNP 625 Primary Health Care of Children in Families Practicum 4 SH

#### **Capstone Experience**

- NFNP 626 Nurse Practitioner Role Preparation and Transition 2 SH
- NFNP 630 Project 3 SH

### **Academic Curriculum for the MSN/MBA:**

Dual degree students must apply to the 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:**

- NURS 606 Nursing Economics and Finance 3 SH
- NURS 607 Administration of Nursing and Health Care Organizations 3 SH
- NURS 616 Advanced Nursing Specialty Practicum 6 SH
- NURS 610 Thesis 3 SH
- NURS 612 Thesis 3 SH

**B. Business courses**

- ACCT 600 Managerial Accounting 3 SH
- BADM 610 Managerial Economics 3 SH
- BADM 620 Managerial Finance 3 SH
- BADM 625 Marketing Management 3 SH
- BADM 630 Organizational Behavior 3 SH
- BADM 633 Entrepreneurial Management 3 SH
- BADM 635 Production and Operations Management 3 SH
- BADM 640 Business Law and Ethics 3 SH
- INTL 650 International Business 3 SH
- BADM 690 Strategic Management 3 SH
- Elective Restricted to BADM or INTL courses 6 SH

If a person has already completed an MBA degree and wants an MSN/MBA degree he/she must complete the fifteen hours of the MSN core, six hours of the Nursing Administration Concentration and twelve 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 thirty hours of the MBA core courses, 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.

[Click here to view the courses for Master of Science in Nursing.](#)

## Course Descriptions

### MSN Program Nursing Education and Nursing Administration

#### **NURS 500 THEORETICAL BASIS FOR ADVANCED PRACTICE**

*3 semester hours*

Analysis and evaluation of nursing theory and the relatedness of theory to nursing research. Application of theory in nursing research as the basis for the provision of evidence-based practice.

#### **NURS 501 NURSING AND HEALTH CARE SYSTEMS AND ISSUES**

*3 semester hours*

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 policy.

#### **NURS 502 METHODS OF ADVANCED RESEARCH**

*3 semester hours*

Analysis of nursing research and methodological approaches utilized in health care. Utilization of computer searches and databases as a method of inquiry into nursing research to provide evidence-based nursing practice in a variety of settings.

#### **NURS 504 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH**

*3 semester hours*

Provides graduate students, familiar with the principles of elementary statistics, additional insight and skills to perform the types of real statistical analysis encountered in graduate research, in both the discipline's literature and individual thesis research. Provides 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.

#### **NURS 505 GERIATRIC HEALTH FOR ADVANCED NURSING PRACTICE**

*3 semester hours*

Advanced practice knowledge and skills necessary to evaluate and manage the health problems of elderly adults representative of diverse populations residing in a variety of settings. Examination of the role of the Advanced Practice Nurse as a member of the interdisciplinary healthcare team caring for the geriatric population. Focus is on theories of aging, illness prevention, and health promotion and restoration for acute and chronic physical and psychosocial health care problems.

**NURS 600 THE NURSE EDUCATOR**

*3 semester hours*

Examines the competencies of the nurse educator in academic and practice settings. Explores educational theories and principles which provide the foundation for nursing education. Emphasizes the application of innovative, evidence-based, teaching/learning strategies in academic, staff development, or similar settings.

**NURS 601 CURRICULUM THEORY AND APPLICATION**

*3 semester hours*

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.

**NURS 602 INSTRUCTIONAL AND EVALUATION STRATEGIES**

*3 semester hours*

Examination and evaluation of the concepts and methods of measurement and evaluation learning in nursing education. Emphasis on developing, scoring, analyzing and evaluating various assessment techniques.

**NURS 606 NURSING ECONOMICS AND FINANCE**

*3 semester hours*

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.

**NURS 607 ADMINISTRATION OF NURSING AND HEALTH CARE ORGANIZATIONS**

*3 semester hours*

Analysis of the organizational structure and behavior of complex integrated health care systems. Emphasis on patient-centered care, quality improvement, collaboration, ethics, marketing, and information technology.

**NURS 608 INDEPENDENT STUDY**

*1 to 3 semester hours*

Exploration of a particular aspect of nursing or health care that relates to the student's major research focus.

**NURS 610 THESIS**

*3 semester hours*

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. Prerequisite: All NURS 500-level courses, NURS BSN pre-or co-requisite must be met

**NURS 612 THESIS**

*3 semester hours*

Continuation of NURS 610

Prerequisite: NURS 610

### **NURS 616 ADVANCED NURSING SPECIALTY PRACTICUM**

*1 to 6 semester hours*

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. (30 -hours of practicum for each semester hour). This course must be taken until students achieve 6 semester hours.

### **NURS 619 THESIS CONTINUATION**

*3 semester hours*

This 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 and pay for this three-hour Thesis Continuation course until the requirement is met. Prerequisite: NURS 612

## **MSN Program Family Nurse Practitioner Concentration**

### **NFNP 500 THEORETICAL BASIS FOR ADVANCED PRACTICE**

*3 semester hours*

Analysis and evaluation of nursing theory and the relatedness of theory to nursing research. Application of theory in nursing research as the basis for the provision of evidence-based practice.

### **NFNP 501 NURSING AND HEALTH CARE SYSTEMS AND ISSUES**

*3 semester hours*

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 policy.

### **NFNP 502 METHODS OF ADVANCED RESEARCH**

*3 semester hours*

Analysis of nursing research and methodological approaches utilized in health care. Utilization of computer searches and databases as a method of inquiry into nursing research to provide evidence-based nursing practice in a variety of settings.

## **NFNP 504 STATISTICAL TECHNIQUES FOR GRADUATE RESEARCH**

*3 semester hours*

Provides graduate students, familiar with the principles of elementary statistics, additional insight and skills to perform the types of real statistical analysis encountered in graduate research, in both the discipline's literature and individual thesis research. Provides a conceptual framework for choosing appropriate statistical descriptions and analyses to use for a wide range common types of data sets. Students also learn to perform statistical analyses using appropriate software. Prerequisite: An undergraduate general statistics course.

## **NFNP 505 GERIATRIC HEALTH FOR ADVANCED NURSING PRACTICE**

*3 semester hours*

Advanced practice knowledge and skills necessary to evaluate and manage the health problems of elderly adults representative of diverse populations residing in a variety of settings. Examination of the role of the Advanced Practice Nurse as a member of the interdisciplinary healthcare team caring for the geriatric population. Focus is on theories of aging, illness prevention, and health promotion and restoration for acute and chronic physical and psychosocial health care problems.

## **NFNP 520 PATHOPHYSIOLOGY IN ADVANCED NURSING PRACTICE**

*3 semester hours*

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.

## **NFNP 521 ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN**

*3 semester hours*

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.

## **NFNP 522 PHARMACOLOGY FOR ADVANCED NURSING PRACTICE**

*3 semester hours*

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.

## **NFNP 620 PRIMARY HEALTH CARE OF ADULTS**

*3 semester hours*

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

## **NFNP 621 PRIMARY HEALTH CARE OF ADULTS PRACTICUM**

*4 semester hours*

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

## **NFNP 622 PRIMARY HEALTH CARE OF WOMEN IN FAMILIES**

*3 semester hours*

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

## **NFNP 623 PRIMARY HEALTH CARE OF WOMEN IN FAMILIES PRACTICUM**

*4 semester hours*

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 623

## **NFNP 624 PRIMARY HEALTH CARE OF CHILDREN IN FAMILIES**

*3 semester hours*

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. Pre or Co-requisite: NFNP 620, 621; Co-requisite: NFNP 625

## **NFNP 625 PRIMARY HEALTH CARE OF CHILDREN IN FAMILIES PRACTICUM**

*4 semester hours*

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

## **NFNP 626 NURSE PRACTITIONER ROLE PREPARATION AND TRANSITION**

*2 semester hours*

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. Prerequisite: NFNP 622, 623, 624, 625

## **NFNP 630 PROJECT**

*3 semester hours*

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.

# **Nursing Certificate Programs: Administration and Education**

### **ADMISSION REQUIREMENTS:**

1. Current,unrestricted license to practice as a registered nurse.
2. Official transcripts documenting completion of a master's degree in nursing from an accredited institution.
3. Completed application to the Graduate School.

Students will receive academic credit for all courses taken in the certificate program. A grade of B or better is required to receive course credit. Each certificate program requires 10 hours of course work. A certificate indicating accomplishment of the program requirements will be issued upon completion.

## **POST-MASTER'S NURSING ADMINISTRATION CERTIFICATE PROGRAM**

### **PURPOSE:**

The purpose of the Post-Master's Nursing Administration Certificate Program 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 Program are academically prepared to take a national certification examination for Nurse Executives.

**COURSE REQUIREMENTS:**

NURS 606 Nursing Economics and Finance	3 SH
NURS 607 Administration of Nursing and Healthcare Organizations	3 SH
BADM 641 Healthcare Law and Ethics	3 SH
NURS 616 Advanced Nursing Specialty Practicum	1 SH

**POST-MASTER'S NURSING EDUCATION CERTIFICATE PROGRAM**

**PURPOSE:**

The purpose of the Post-Master's Nursing Education Certificate Program 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 Program are academically prepared to take a national certification examination for Nurse Educators.

**COURSE REQUIREMENTS:**

NURS 600 Nurse Educator	3 SH
NURS 601 Curriculum Theory and Application	3 SH
NURS 602 Instructional and Evaluation Strategies	3 SH
NURS 616 Advanced Nursing Specialty Practicum	1 SH

**POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE**

**PURPOSE:**

The Purpose of the Post-Master's Family Nurse Practitioner Certificate Program is to facilitate the education of master's-prepared nurses for roles as Nurse Practitioners in family practice in the clinical setting. Students completing the Post-Master's Family Nurse Practitioner Certificate Program are academically prepared to take a national certification exam for Family Nurse Practitioners.

**COURSE REQUIREMENTS:**

NFNP 520 Pathophysiology in Advanced Nursing Practice	3 SH
NFNP 521 Advanced Health Assessment Across the Lifespan	3 SH
NFNP 505 Geriatric Health for Advanced Nursing Practice	3 SH
NFNP 522 Pharmacology for Advanced Nursing Practice	3 SH
NFNP 620 Primary Health Care for Adults	3 SH
NFNP 621 Primary Health Care of Adults Practicum	4 SH
NFNP 622 Primary Health Care of Women in Families	3 SH
NFNP 623 Primary Health Care of Women in Families Practicum	4 SH
NFNP 624 Primary Health Care of Children in Families	3 SH
NFNP 625 Primary Health Care of Children in Families Practicum	4 SH
NFNP 626 Nurse Practitioner Role Preparation and Transition	2 SH

## POST-BACCALAUREATE CERTIFICATE

### POST-BACCALAUREATE NURSING EDUCATION CERTIFICATE PROGRAM

#### **PURPOSE:**

The purpose of the Post-Baccalaureate Nursing Education Certificate Program 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 Program are academically prepared to take a national certification examination for Nurse Educators.

#### **ADMISSION REQUIREMENTS:**

1. Students must meet all requirements for admission to the Master of Science in Nursing Program.
2. 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:**

NURS 600 Nurse Educator	3 SH
NURS 601 Curriculum Theory and Application	3 SH
NURS 602 Instructional and Evaluation Strategies	3 SH
NURS 616 Advanced Nursing Specialty Practicum	1 SH

## Doctor of Nursing Practice

### School of Nursing

Dean: Sharon Starr, PhD, RN

#### **Doctor of Nursing Program**

Chair: Vickie Walker, DNP, RN

The Doctor of Nursing Practice (DNP) is a post-masters educational program 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)).

#### **Faculty**

Professors: J. Carlton, C. Miller

Associate Professor: S. Starr

Assistant Professors: T. Arnold, A. Hamrick, C. Rome, R. Serafica, V. Walker, L. Wines

Instructors: A. Garlock, S. Creed-Hall, P. Hennessee, M. McNeilly, Q. Moring, N. Waters, K. Williams, S. Tate

## MISSION STATEMENT

The Mission of the 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 promote academic excellence within a Christian, private, liberal arts setting utilizing teamwork and community engagement.

## 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 include patient-centered care, evidence based practice, and interdisciplinary collaboration.
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 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 health care and complex healthcare delivery systems.
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.

## ADMISSION REQUIREMENTS FOR DNP PROGRAM

Application for admission to the DNP Program is made through the Gardner-Webb University Graduate School. 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:

1. Graduate School Application (available and submitted online).
2. Current unrestricted licensure to practice as a Registered Nurse (verified online by Graduate Admissions).
3. Cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts.
4. MSN Degree from a regionally accredited institution with a nationally accredited program as evidenced by

official graduate transcripts.

5. Certifications in practice area (if applicable).
6. Verification of immunization submitted on provided form.
7. Three letters of recommendation (professional and academic) 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 submitted on provided form\*.
9. Validation of the number of hour of nursing practice completed at the post-master's level as verified by employer(s) signature submitted on provided form\*\*.
10. Current curriculum vitae.
11. Written essay addressing your goals related to doctoral education in nursing, including description of a practice research interest.
12. Current, official, satisfactory Criminal Background Check results from the STATE in which you reside AND any other state lived in during the past ten years.

\*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 in the DNP Program.

\*\*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 is 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 in the DNP Program.

Please mail the above by January 15th to:

GRADUATE ADMISSIONS  
PO BOX 7308  
GARDNER-WEBB UNIVERSITY  
BOILING SPRINGS, NORTH CAROLINA, 28017

Upon receipt of your Application Packet and Criminal Background Check results, your documents will be reviewed by the School of Nursing Admission Committee for admission consideration. The highest qualified applicants will be invited to participate in interviews with the School of Nursing Admission Committee. Applicant folders must be complete for consideration.

## Academic Curriculum

### CORE MODULE

NURS 700 Theoretical & Conceptual Foundation for Advanced Nursing Practice 3 SH

NURS 702 Nursing Inquiry for Evidence Based Practice 3 SH

NURS 703 Advanced Statistics: Multivariate Analysis 3 SH

NURS 704 Leadership in Development and Analysis of Health Care Policy 3 SH

NURS 705 Theoretical Foundations of Nursing Informatics 3 SH

NURS 708 Epidemiology and Disease Control 3 SH

## **LEADERSHIP MODULE**

### **Management and Leadership Specialty**

NURS 706 Transformational Leadership in Nursing Administration 3 SH

NURS 710 Advanced Healthcare Economics and Finance 3 SH

OR

### **Education Specialty\***

NURS 707 Advanced Curriculum Theory and Development in Nursing 3 SH

NURS 709 Transformational Leadership in Nursing Education 3 SH

## **CAPSTONE MODULE**

NURS 711 Professional Internship/Practice Immersion Experience 6 SH

NURS 712 Capstone Project 6 SH

\*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

[Click here to view the courses for the Doctor of Nursing Practice.](#)

# **Course Descriptions**

## **Doctor of Nursing Practice**

### **NURS 700 THEORETICAL AND CONCEPTUAL FOUNDATION FOR ADVANCED NURSING PRACTICE**

*3 semester hours*

Exploration and inquiry into the theories underlying Advanced Nursing Practice from an inter-disciplinary perspective. Emphasis will be on the application of theory to research and evidence based practice

### **NURS 702 NURSING INQUIRY FOR EVIDENCE BASED PRACTICE**

*3 semester hours*

Analysis of research methodology as a basis for practice including purpose, significance, method, data collection, ethics, and measurement.

### **NURS 703 ADVANCED STATISTICS:MULTIVARIATE ANALYSIS**

*3 semester hours*

Introduction to 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. Prerequisite: NURS 700

### **NURS 704 LEADERSHIP IN DEVELOPMENT AND ANALYSIS OF HEALTH CARE POLICY**

*3 semester hours*

Examination of health care policy and legal issues from philosophical and analytical perspectives including the knowledge, skills, and attitudes to support advocacy and policy development. Prerequisite: NURS 700, 702, 703

### **NURS 705 THEORETICAL FOUNDATION OF NURSING INFORMATICS**

*3 semester hours*

Exploration of the integration of informatics knowledge, skills, and attitudes to support culturally sensitive, evidence-based practice at the leadership level. Prerequisite: NURS 700, 703

### **NURS 706 TRANSFORMATIONAL LEADERSHIP IN NURSING ADMINISTRATION**

*3 semester hours*

Examination and application of management theory and organizational and systems leadership principles as they apply to advanced practice nursing in a variety of healthcare settings. Prerequisite: NURS 700, 702, 703, 704, and 705, 708 and 710

### **NURS 707: ADVANCED CURRICULUM THEORY AND DEVELOPMENT IN NURSING**

*3 semester hours*

Exploration of past and present issues and trends related to curriculum theory and development and the effects of political, social, and economical influences that impact nursing education at the local and national level. Prerequisite: NURS 700, 702, 703, 704, 705 and 708

### **NURS 708: EPIDEMIOLOGY AND DISEASE CONTROL**

*3 semester hours*

Analysis of epidemiological, bio-statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. Prerequisite: NURS 700, 702, 703, 704 and 705

### **NURS 709: TRANSFORMATIONAL LEADERSHIP IN NURSING EDUCATION**

*3 semester hours*

An overview of educational measurement and evaluation modalities. Emphasis is placed on program evaluation including teaching effectiveness, student learning, student performance and program outcomes. Prerequisite: NURS 700, 702, 703, 704, 705, 707 and 708

### **NURS 710: ADVANCED HEALTHCARE ECONOMICS AND FINANCE**

*3 semester hours*

Principles of finance, business, economics and health policy are applied 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 700, 702, 703, 704, 705, and 708

### **NURS 711: PROFESSIONAL INTERNSHIP/PRACTICE IMMERSION EXPERIENCE**

*3 semester hours*

This capstone practicum course allows 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 3 semester hour course must be taken twice for a total of 6 semester hours. Prerequisite: NURS 700, 702, 703, 704, and 705

### **NURS 712: CAPSTONE PROJECT**

*3 semester hours*

This capstone course allows the student to translate 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 3 semester hour course must be taken twice for a total of 6 semester hours. Culminates in a written Scholarly Project and document suitable for publication. Prerequisite: NURS 700, 702, 703, 704, 705, 708 , 711

### **NURS 713 CAPSTONE PROJECT CONTINUATION**

*3 semester hours*

Available to students who have completed the required credit hours for the DNP degree, but have not yet successfully completed the Capstone Project requirement for the degree as described in NURS 712. Students who do not complete their Capstone Project requirement by the end on NURS 712 will be required to register for this course until the Capstone Project requirement is met. Prerequisite: NURS 712

## **Directory and Appendices**

### **OFFICERS OF THE CORPORATION**

C. Neal Alexander, Jr., '84, Chairman

Frank A. Stewart, Vice Chairman

Ronald R. Beane, Secretary

John J. Godbold, Treasurer

A. Frank Bonner, Ph.D., President

Fred A. Flowers, J.D., Attorney

Ben C. Leslie, D. Theol., Assistant Secretary

Mike W. Hardin, '86, '00, Assistant Treasurer

### **BOARD OF TRUSTEES**

**TERMS EXPIRING DECEMBER 31, 2013**

Franklin V. Beam, Shelby, NC  
Ronald R. Beane, '57, Lenoir, NC  
Adelaide A. Craver, J.D., Shelby, NC  
William M. Eubanks, M.D., Troutman, NC  
George R. Gilliam, '76, College Park, GA  
C. Lorance Henderson, L.H.D., Morganton, NC  
James E. Robbins, Forest City, NC  
Wade R. Shepherd, Sr., L.H.D., Hickory, NC  
Dorothy A. Spangler, '47, Shelby, NC  
Frank A. Stewart, Gastonia, NC

**TERMS EXPIRING DECEMBER 31, 2014**

C. Neal Alexander, Jr., '84, Denver, NC  
Candace "Candy" J. Arey, Shelby NC  
Ralph L. Bentley, Statesville, NC  
Billy C. Henry, Jr., Cornelius, NC  
H. S. Keeter, Jr., Shelby, NC  
Randall L. "Randy" Marion, Mooresville, NC  
E. Harvey Rogers, Jr., '78, Mooresville, NC  
Bob D. Shepherd, D.D., Morganton, NC  
Carl S. Spangler, Jr., '52, Shelby, NC

**TERMS EXPIRING DECEMBER 31, 2015**

Dennis R. Axelson, Racine, WI  
Hoyt Q. Bailey, L.H.D., Shelby, NC  
R. Alton Cadenhead, Charlotte, NC  
Grady S. Duncan, Belmont, NC  
Teresa Hamrick Huggins, Boiling Springs, NC  
Steve M. Simpson, '71, Raleigh, NC  
Stanley W. Spence, D.Min., '06, Lincolnton, NC  
Lisa C. Tucker, '81, Concord, NC  
Maurice York, '96, Columbia, SC

**TERMS EXPIRING DECEMBER 31, 2016**

Wes W. Barkley, Hickory, NC  
David C. Brinkley, Kings Mountain, NC  
Robert Cribb, Atlanta, GA  
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  
H. Gene Washburn, Boiling Springs, NC



## **TRUSTEE EMERITA**

Bettye A., Moore, Boiling Springs, NC

## **IMMEDIATE PAST CHAIR**

C. Lorance Henderson, L.H.D., Morganton, NC

## **UNDERGRADUATE FACULTY 2013-2014**

Janah R. Adams, 2011, Instructor of English Composition

A.A. Lenoir Community College; B.A., M.A., East Carolina University

Tracy Arnold, 2010, Assistant Professor of Nursing

A.D.N, B.S.N., M.S.N., D.N.P., Gardner-Webb University

Kathleen P. Ayotte, 2003, Instructor of Physical Education; Assistant Athletic Trainer,

B.S., M.A., Gardner-Webb University

Ken Baker, 1999, Professor of Physical Education; Chair, Department of Physical Education,  
Wellness and Sport Studies

B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia

Robert J. Bass, 1995, Professor of Mathematics

B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North Carolina at Chapel Hill

Laurie E. Baumgardner, 2010, Instructor; Acquisitions Librarian

B.S., University of Wisconsin at Oshkosh; M.L.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

Carolyn A. Billings, 1979, Professor of Music

B.M., Salem College; M.M., University of Illinois at Champaign-Urbana;

D.M.A., University of Missouri at Kansas City

Natalie Edwards Bishop, 2007, Instructor; Instruction Librarian

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

Patricia L. Bowes, 2012, Assistant Professor of Music

B.A., Indiana University; M.F.A., University of Arizona; B.E.A., M.A.T., Florida Atlantic University; Ph.D.,  
University of South Florida

Kelly D. Brame, 1999, Instructor of Religion; 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 Communications Studies

B.S., M.A., Appalachian State University

Benjamin C. Brooks, 2003, Associate 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  
Services

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

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 Physical 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

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 Studies

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, Instructor of Art

B.S., Appalachian State University; B.F.A., The University of North Carolina at Greensboro;

M.F.A., East Tennessee State University

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., Milliken University; Ph.D., Loyola 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, Instructor of Music Education

B.M., University of Central Florida; M.M., Florida State University

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, Assistant Professor of Social Science, Associate Vice President for Adult Education and Distance Learning

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

B.A., High Point University; M.A., Ph.D., Florida State University

Cheryl A. Duffus, 2007, Associate Professor of English

B.A., Hollins University; M.F.A., Emerson College; Ph.D., University of Mississippi

David Dunham, 2006, Instructor; Reference Librarian

B.A., M.A., Ball State University; M.L.S., Indiana University at Bloomington

Stefka G. Nikolova Eddins, 2001, Professor of Chemistry; Chair, Faculty

M.S., Sofia University, Bulgaria; M.S., Ph.D., University of South Carolina

Sharon L. Edwards, 1999, Instructor; Reference Librarian, Gardner-Webb University at  
Statesville

A.A., Wingate University; B.S., Appalachian State University; M.L.I.S., University of North  
Carolina at Greensboro

Donna S. Ellington, 1988, Professor of History

B.A., M.A., Appalachian State University; Ph.D., Duke University

Paul J. Etter, 2001, Professor of Music

B.Mus., Southwest Baptist University; M.Mus., Southwestern Baptist Theological  
Seminary; Ph.D., Texas Tech University

Sue C. Fair, 2012, Instructor of Theatre, Technical Director

A.A., Tallahassee Community College, B.S., Florida A & M University, M.A., Florida State University

Willie C. Fleming, 2006, Professor of Psychology and Counseling; Coordinator of the Statesville Mental Health and School Counseling Programs  
B.S., M.A., Appalachian State University; Ph.D., University of South Carolina

Abby E. Garlock, 2012, Instructor of Nursing  
A.D.N., Foothills Nursing Consortium; B.S.N., Winston-Salem State; M.S.N., Gardner-Webb University

Ben Gaskins, 2011, Assistant Professor of Political Science  
B.A., Furman University; M.S., Florida State University; Ph.D., Florida State University

Gerald G. Gilsdorf, 2010, Assistant Professor of Sports 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

R. Van Graham, 1999-2002, 2005, Associate Professor of Business Law and Management; Director of GOAL Business Programs; Associate Dean, School of Business  
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

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

Heather Hartsell, 2009, Assistant Professor of Athletic Training and ATEP Director  
B.S., Mars Hill College; M.S., Texas A&M University; Ed.D., Gardner-Webb University

Penny Hennessee, 2013, Instructor of Nursing

B.S.N., Western Carolina University; M.S.N., Gardner-Webb University

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

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

Timothy Hudson, 2013, Assistant Professor of Music

B.Mus., University of North Carolina at Greensboro; M.M., New England Conservatory of Music

Delores M. Hunt, 1978-80; 1982, Professor of Physical Education; Vice President and Dean of Student Development

B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University

Sheila G. Ingle, 2006, Associate Professor of Education; Chair, Elementary Education; Director, Continuous Improvement; Teaching Licensure Officer

B.A., Sacred Heart College; M.A., Western Carolina University; Ph.D., Capella 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 Physical Education; 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, Associate Professor of Biology  
B.S., Radford University; B.S., Mt. Olive College; M.S., Ph.D., Virginia Polytechnic Institute  
and State University

John M. Karriker, 2005, Assistant Professor of Science; Associate Dean and Regional Director  
B.A., Catawba College; Ph.D., University of South Carolina

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  
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

C. Earl Leininger, 2003-2006, 2010, Professor of Philosophy and Religious Studies; Associate Provost for Arts  
and Sciences  
B.A., Oklahoma Baptist University; B.D., Ph.D., Southern Baptist Theological Seminary

Ben C. Leslie, 2006, Professor of Religious Studies; Provost and Executive Vice President  
B.A., Samford University; M.Div., Southern Baptist Theological Seminary; Th.M., Baptist  
Theological Seminary, Ruschlikon, Switzerland; Dr. Theol., University of Zurich.

William B.L. Little, 2012 Assistant Professor of Business; Coordinator of the Wealth and Trust Management Program

B.A., North Carolina State University; J.D., Campbell School of Law; L.L.M., Georgetown University Law Center

Lisa C. Luedeman, 2007, Assistant Professor of Communication Studies

B.A., Winthrop University; M.A., Ph.D., University of South Carolina

Susan H. Manahan, 1994, Assistant Professor of Biology; Coordinator, Academic Service Learning

B.S., Pennsylvania State University; M.S., University of North Carolina at Charlotte

Sandra Mankins, 2010, Instructor in Accounting

B.S., Appalachian State University; M.B.A., Gardner-Webb University

Bernhard R. Martin, 2013, Professor of German; Chair, Department of World Languages and Literature

B.A., University of Mannheim, Germany; M.A., University of Waterloo, Ontario; Ph.D., McGill University, Montreal

Megan E. McCauley, 2012, Assistant Professor of Music

B.M., Bob Jones University, M.M., University of Illinois; D.M.A., University of Kentucky

Lucenda M. McKinney, 1992, Professor of Education

B.S., M.A., Gardner-Webb University; Ph.D., Clemson University

Sara McNeely, 2010, Instructor of Health and Physical Education

B.S., M.A., Gardner-Webb University

Melissa McNeilly, 2013, Instructor of Nursing

A.D.N., B.S.N., M.S.N., Gardner-Webb University

Thomas J. Meaders, 2002, Professor of Information Systems and Operations

B.S., M.S., New Mexico State University; Ph.D., University of Alabama in Huntsville

Corwin M. Metcalf, 2004, Associate Professor of Business Administration

B.A., Oglethorpe University; M.B.A., University of South Carolina; J.D., Wake Forest University

Marcia (Cindy) M. Miller, 1977-1987, 1994, Professor of Nursing

B.S.N., University of Michigan; M.S.N., University of North Carolina at Chapel Hill; Ph.D., The University of Texas at Austin



Jon T. Mitchell, 2000, Instructor in Physical Education, Assistant Athletic Trainer  
B.S., Mars Hill College; M.A., Gardner-Webb University

Charles B. Moore, 1997, Professor of Spanish  
B.S., University of Tennessee at Knoxville; M.A., George Mason University;  
Ph.D., University of North Carolina at Chapel Hill

Joseph S. Moore, 2011, Assistant Professor of History  
B.A., Anderson College; M.A., Ph.D., University of North Carolina at Greensboro

Robert N. Moore, 2006, Instructor in American Sign Language  
B.S. Gallaudet University; M.Div, New Orleans Baptist Theological Seminary

Teralea B. Moore, 2006, Instructor in Mathematics  
B.S., North Carolina State University; M.A., University of North Carolina at Charlotte

Quanza Mooring, 2013, Instructor of Nursing  
B.A., University of North Carolina at Chapel Hill; B.S.N., North Carolina Central University; M.S.N., East Carolina University

James P. Morgan, Jr., 2008, Associate Professor of Psychology  
B.A., University of Kentucky; M.S., Ph.D., Auburn University

Robert D. Munoz, 1989, Professor of Sociology  
B.S., University of Wisconsin at Madison; M.S., Ph.D., The Ohio State University

Mirosław Mystkowski, 2002, Associate Professor of Computer Science  
M.S., University of Wrocław, Wrocław, Poland; M.S., Ph.D., University of Missouri-Columbia

James W. Nall, 2006, Associate Professor of Marketing  
B.A., East Carolina University; M.A., Webster University; M.B.A., Pepperdine University;  
D.B.A., Nova Southeastern University

Abby L. Nance, 2008, Instructor in English  
B.A., Warren Wilson College; M.F.A., Texas State University

Ivelina Naydenova, 2009, Assistant Professor of Psychology  
B.A., Limestone College; M.A., Ph.D., University of Tennessee

Anthony I. Negbenebor, 1989, Professor of Economics and Dover Chair;

Dean, School of Business  
B.S., M.S., Ph.D., Mississippi State University

Christopher Nelson, 2012, Assistant Professor of Theatre Arts  
B.A., Samford University; M.F.A., Indiana University; M.A., University of Alabama; Ph.D. Louisiana State University

Eric J. Newton, 2012, Instructor of Physical Education, Wellness, and Sport Studies  
and Athletic Training Clinical Coordinator  
B.S., Bridgewater College; M.S., Old Dominion University

Francis L. Newton, Jr., 2000, Instructor; Catalog Librarian  
B.A., Williams College; M.A., M.S.L.S., University of North Carolina at Chapel Hill

Don H. Olive, Jr., 2006, Associate Professor of Physics and Astronomy  
B.A., Carson-Newman; M.S., Ph.D., Vanderbilt University

Joseph O. Oyugi, 2012, Associate Professor of Biology  
B.S., M.S., Moi University, Kenya; Ph.D., University of Illinois

Lorene E. Pagcaliwagan, 2011, Associate Professor of French and Spanish  
B.A., M.Ed., Harding University; M.A., Monterey Institute of International Studies; Ph.D., University of Alabama

David R. Parker, 1997, Professor of English  
B.A., Furman University; M.A., Ph.D., University of North Carolina at Chapel Hill

Jason L. Parker, 2012, Assistant Professor of Education  
B.S., M.A., Gardner-Webb University, Ed.S., Appalachian State University; Ed.D., Gardner-Webb University

Gregory A. Penczek, 2004, Instructor in Physical Education; Assistant Athletic Trainer  
B.S., Salisbury University; M.S., Louisiana State University

Teresa R. Phillips, 2001, Assistant Professor of Spanish  
B.A., M.A., Ph.D., University of Kentucky

Olga Poliakova, 2000, Professor of Mathematics  
M.S., Moscow State University; Ph.D., University of Arkansas

Felice Policastro, 2004, Associate Professor of International Business; Director of Graduate Programs in Business  
B.S., University De Oriente; M.B.A., Edgewood College; Ph.D., The University of Texas Pan American

Paula F. Qualls, 1999, Professor of Religion

B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological Seminary

Mary D. Roby, 2001, Associate Professor; Dean of Libraries

B.Mus., Union University; M.L.S., University of Alabama

Michael J. Roebuck, 2001, Instructor in Business Administration; Assistant Director of Athletics

B.A., Wofford College; M.B.A., East Carolina University

Jeffrey S. Rogers, 2012, Associate Professor of Religion; Dean, The Gayle Bolt Price School of Graduate Studies

B.A., North Carolina Central University; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Princeton Theological Seminary

Candice Rome, 2009, Assistant Professor of Nursing; Chair, B.S.N. Program

A.D.N., Foothills Nursing Consortium; B.S.N., Winston-Salem State University; M.S.N., D.N.P., Gardner-Webb University

Faye H. Rucker, 2002, Associate Professor of Education

B.S., Winston-Salem State University; M.A., University of North Carolina at Charlotte; Ed.D., University of North Carolina at Chapel Hill

Donna M. Schronce, 2012, Instructor of Geography and Secondary Social Studies

B.A., Virginia Polytechnic Institute; M.A., Western Illinois University

Reimund C. Serafica, 2011, Assistant Professor of Nursing

A.A., Gardner-Webb University; O.D., Centro Escolar University; M.S.N., Gardner-Webb University; Ph.D., University of Hawaii at Manoa

R. Anthony Setzer, 1988, Instructor in Physical Education; Head Men's Soccer Coach

B.S., Lander College; M.A., The Citadel

Admissions

B.S., M.B.A., Gardner-Webb University

Scott E. Shauf, 2009, Associate Professor of Religious Studies

B.A., University of Richmond; M.S., University of North Carolina-Chapel Hill; M.T.S., Duke University; Ph.D., Emory University

Frances B. Sizemore, 2005, Instructor in Business; Associate Director of Human Resources

B.S., Western Carolina University; M.B.A., Gardner-Webb University

E. Denise Smith, 2006, Associate Professor of Business

B.S. Gardner-Webb University; M.B.A., Brenau University; D.H.A., Medical University of South Carolina

Laura W. Smith, 2003, Professor of Psychology and Counseling; Coordinator, School Counseling Program

A.A., Peace College; B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Charlotte; Ed.D., University of Virginia

Shonna Snyder, 2010, Associate Professor of Health and Wellness

B.S., Wilmington College; M.Ed., University of Cincinnati; Ph.D., Purdue University

Patricia C. Sparti, 2002, Professor of Music; Chair, Department of Music

B.M., University of Miami; M.M., D.M.A., Peabody Conservatory of The Johns Hopkins University

Robert K. Spear, 2011, Professor of Accounting

B.A., University of New Hampshire; M.B.A., The College of William and Mary; Ph.D., Virginia Polytechnic Institute and State University

Sharon S. Starr, 2013, Associate Professor of Nursing; Dean, School of Nursing

A.D.N., Gardner-Webb University; B.S.N., University of North Carolina at Chapel Hill; M.S.N., Ph.D., University of North Carolina at Greensboro

Edwin B. Stepp, 2003, Professor of Religious Studies; Chair, Department of Religious Studies and Philosophy

B.A., Baylor University; M.DivBL, Southwestern Baptist Theological Seminary; Ph.D., Baylor University

LaShea S. Stuart, 2007, Assistant Professor of English

B.A., Troy State University; M.A., Ph.D., Auburn University

Dianne Sykes, 2007, Associate Professor of Sociology

B.A., George Fox College; M.A.T., Pacific University; Ph.D., Texas A&M University

Sarah W. Tate, 2012, Clinical Coordinator for Nursing

A.D.N., R.N., Gardner-Webb University; B.A., Queens University; M.S.N., Gardner-Webb University

Kelly Taylor, 2010, Assistant Professor of Education; Chair, Middle Grades Education

B.S., East Carolina University; M.A., Ed.D., Gardner-Webb University

Mischia A. Taylor, 2012, Instructor in Business

A.A., Cleveland Community College; B.S., M.B.A., Gardner-Webb University

Matthew D. Theado, 1995, Professor of English; Chair, Department of English Language and Literature

B.A., M.A., James Madison University; Ph.D., University of South Carolina

James W. Thomas, 2011, Professor of Theatre Arts; Interim Dean, School of Performing and Visual Arts

B.S., Western Carolina University; M.A., University of North Carolina at Chapel Hill; Additional Study, University of Georgia

Brooke H. Thompson, 2011, Assistant Professor of Psychology

B.A., University of North Carolina at Asheville; M.S., Ph.D., Florida State University;

Mary S. Thompson, 1997, Instructor; Public Services Librarian

A.B., Brevard College; A.B., Pfeiffer University; M.A., Scarritt College; M.L.S., North Carolina Central University

Helen Lepke Tichenor, 1998, Professor of German; Director of International Programs

B.A., Connecticut College; M.A., Middlebury College; Ph.D., University of Akron

Venita Laverne Totten, 2001, Associate Professor of Chemistry

B.A., Louisiana Tech University; Ph.D., Baylor University

Jeffrey L. Tubbs, 1982, Professor of Physical Education; Vice President for Institutional Effectiveness and Distance Learning

B.A., Bryan College; M.S., D.A., Middle Tennessee State University

Timothy W. Vanderburg, 2000, Professor of History; Chair, Department of Social Sciences

B.A., Gardner-Webb University; M.A., University of North Carolina at Charlotte; Ph.D., Mississippi State University

Vickie G. Walker, 2003, Assistant Professor of Nursing; Chair, Graduate Studies

L.P.N., Central Piedmont Community College; A.D.N., Gaston Community College; B.S.N., M.S.N., Gardner-Webb University; D.N.P., Case Western Reserve University

Deborah M. Ware, 2005, Associate Professor of Physical Education, Wellness and Sports Studies

B.S., East Stroudsburg State College; M.A.T., Livingston University; Ed.D., University of Central Florida

Nicole Waters, 2011, Instructor of Nursing

A.D.N., Gaston College; B.S.N., M.S.N., Gardner-Webb University

Joseph M. Webb, 2007, Professor of Communication Studies

B.A., Lincoln Christian College; M.S., University of Illinois; M.T.S., Chandler School of Theology; D.Min., The Claremont School of Theology; Ph.D., University of Illinois

Justin Webb, 2013, Lecturer, Department of Religious Studies

B.A., M.A., Gardner-Webb University

Sharon H. Webb, 2011, Assistant Professor of Psychology, Coordinator of GOAL Human Services Program

B.S., M.A./Ed.S., Gardner-Webb University; Ph.D. candidate, Walden University

R. Lane Wesson, 2000, Associate Professor of Education; Chair, Evening Undergraduate

Education Program at Statesville

B.E.E., Western Carolina University; M.A., Gardner-Webb University; Ph.D., University of North Carolina at Greensboro

W. Scott White, 2001, Instructor in Business Administration; Director of Human Resources

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## THE GAYLE BOLT PRICE SCHOOL OF GRADUATE STUDIES

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Ken Baker, 1999, Professor of Physical Education, Wellness and Sport Studies;

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B.M., M.M., Ed.D., University of North Carolina at Greensboro

Kent B. Blevins, 1998, Professor of Religion

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Additional Studies: The Catholic University of America

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B.S., Lock Haven University; M.A. Eastern Kentucky University; Ph.D., University of Virginia

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B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University

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B.A., University of North Carolina at Asheville; M.A., Morehead State University; Ph.D., University of South Carolina

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Cheryl A. Duffus, 2007, Associate Professor of English; Coordinator, English Program

B.A., Hollins University; M.F.A., Emerson College; Ph.D., University of Mississippi

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B.S., University of California at Davis; M.Div., Spring Valley Bible College and Seminary; M.Div., San Francisco Theological Seminary; M.A., Ph.D., Vanderbilt University

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B.A., The Kings College; M.L.A., Dallas Baptist University; Ph.D., Springfield College

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B.S., East Stroudsburg State College; M.A.T., Livingston University; Ed.D., University of  
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Program at Gardner-University at Statesville  
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## GRADUATE SCHOOL OF BUSINESS

I. Glenn Bottoms, 1983, Professor of Economics and Management Information Systems

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Donald W. Caudill, 2008, Professor of Marketing

B.S., Berea College; M.B.A., Morehead State University; M.S. in Marketing,  
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Earl H. Godfrey, Jr., 1992, Professor of Business Administration

B.S., University of South Carolina; M.B.A., Winthrop University;  
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R. Van Graham, 1999-2002, 2005, Associate Professor of Business Law and Management:

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## M. CHRISTOPHER WHITE SCHOOL OF DIVINITY

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B.M.E., Northeast Louisiana State University; M.Ed., Louisiana State University;  
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Robert W. Canoy, 2000, Professor of Christian Theology; Dean, M. Christopher White School of Divinity

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Tereso C. Casiño, 2010, Professor of Missiology

B.Th., Luzon Nazarene Bible College; M.Div., Asia-Pacific Nazarene Theological Seminary;  
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A.B., Brevard College; A.B., Pfeiffer University; M.A., Scarritt College; M.L.S., North Carolina  
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## DIVINITY VISITING AND ADJUNCTIVE FACULTY

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White School of Divinity of Gardner-Webb University

Steven R. Harmon, Adjunct Professor of Christian Theology  
B.A., Howard Payne University; M.Div., Ph.D., Southwestern Baptist Theological  
Seminary

B. Andrew Roby, Adjunct Professor of Religion  
B.M., Union University; M.C.M., D.M.A., The Southern Baptist Theological Seminary

## DIVINITY ADJUNCTIVE FACULTY FROM THE UNIVERSITY

Anthony I. Negbenebor, 1989, Professor of Economics and International Business, Dover Chair;  
Dean, Godbold School of Business  
B.S., M.Sc., Ph.D., Mississippi State University

Paula F. Qualls, 1999, Professor of Religion  
B.A., University of South Carolina; M.Div., Ph.D., The Southern Baptist Theological  
Seminary

Edwin B. Stepp, 2003, Professor of Religious Studies; Chair,  
Department of Religious Studies and Philosophy  
B.A., Baylor University; M.DivBL., Southwestern Baptist Theological Seminary;  
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## FACULTY EMERITI

Garland H. Allen, 1961, Professor Emeritus of Religion and History  
Robert R. Blackburn, 1958, Professor Emeritus of Health Education and Physical Education  
Joyce Compton Brown, 1966, Professor Emerita of English  
Leslie M. Brown, 1966, Professor Emeritus of Biology  
Barbara J. Cribb, 1969, Associate Professor Emerita of Education and Art  
George R. Cribb, 1969, Professor Emeritus of Music  
Alice R. Cullinan, 1974, Professor Emerita of Religious Education and Religion  
Robert L. Decker, 1970, Professor Emeritus of Music  
Anthony F. Eastman, 1966, Professor Emeritus of History  
Terry L. Fern, 1980, Professor Emeritus of Music  
Roger G. Gaddis, 1974, Professor Emeritus of Psychology  
Patricia B. Harrelson, 1975, Professor Emerita of Music  
M. Lansford Jolley, 1957, Professor Emeritus of Social Science  
Paul W. Jolley, 1962, Professor Emeritus of Mathematics  
Betty H. Logan, 1957, Associate Professor Emerita of Business  
Robert E. Morgan, 1967, Professor Emeritus of French and Mathematics  
M. Vann Murrell, 1967, Professor Emeritus of Religion  
F. Thirlen Osborne, 1957, Professor Emeritus of English  
C. Sherman Parrish, 1970, Professor Emeritus of Chemistry  
Phil D. Perrin, 1969, Professor Emeritus of Music  
Launita E. Proctor, 1969, Professor Emerita of Health Education and Physical Education  
C. Oland Summers, 1976, Professor Emeritus of Music

## ADMINISTRATIVE STAFF EMERITI

James E. Crawley, 1994, Dean Emeritus, School of Business  
Darlene J. Gravett, 1989, Associate Provost Emerita  
Robert L. Lamb, 1962, Dean Emeritus, M. Christopher White School of Divinity

Valerie M. Parry, 1984, Dean Emerita, Libraries

Shirley P. Toney, 1965-90, 1992, Dean Emerita, School of Nursing

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Ashley Koch, B.S., Department of Mathematical Sciences and Department of Natural Sciences

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Amy Sue Franklin, B.S., Department of Religious Studies and Philosophy and  
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Meredith Garrett, B.S., Student Success Specialist and Academic Advisor  
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Cindy Rochester, B.A., M.A./Ed.S., Assistant Dean of the Noel Program  
Freida Conner, A.A., Secretary  
Sandy Hammett, B.S., M.A., Disability Specialist  
Lauren Isom, B.S., Interpreter/Captionist  
Stephanie Oliver, B.S., Interpreter/Captionist  
Kim Sterious, B.A., Disability Specialist  
Michelle Wallen, B.A., Disability Specialist

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Daniel W. Jolley, B.A., M.A., Systems Manager  
Steve Harrington, B.A., Circulation Manager  
Becca Nunns, B.S., AV/Media Assistant  
J. Harrison Williams, B.A., M.A., Cataloging Assistant  
Kevin Bridges, Interlibrary Loan Assistant  
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Anna Hulsey, B.A., Circulation Assistant

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Pam Skinner, Assistant to the Registrar  
Sonda M. Hamrick, Academic Records Coordinator  
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Lisa G. Kindler, Administrative Assistant for Institutional Effectiveness and Distance Learning  
Garry McSwain, A.S., B.S., M.B.A., Director of Institutional Research

## COLLEGE OF ADULT EDUCATION AND DISTANCE LEARNING

Barbara G. Cox, B.S., M.P.A., Ph.D., Associate Vice President for Adult Education and Distance Learning

## GOAL PROGRAM MANAGEMENT

Elizabeth Pack, B.S., M.B.A., Associate Dean

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R. Van Graham, B.A., J.D., Associate Dean, Director of Business Programs  
B.A., M.Div., Ph.D., Coordinator of Religious Studies  
Sharon Webb, B.S., Ed.S., Coordinator of Human Services Program  
Robert Munoz, B.S., M.S., Ph.D., Coordinator of Social Science Program

Lance Foss, A.A., B.S., Coordinator of Criminal Justice

## REGIONS

### **Piedmont Region:**

#### **GWU Statesville:**

John Karriker, B.A., Ph.D., Associate Dean and Regional Manager  
Continuing Education

Corwin M. Metcalf, B.A., M.B.A., J.D., Godbold School of Business Liaison

Amy Thrasher, Ashley Skinner, A.A.S., Administrative Assistant to the Associate Dean

Judy Erikson, Administrative Assistant

#### **GWU Charlotte - Arrowridge Road**

F. Dennis Triplett, B.A., M.A., Ed.S., Ph.D., Adjunct Professor of Education

Robert Spear, Ph.D., Professor of Accounting, Godbold School of Business

Belinda McDonald, B.S., M.S., Evening Manager

#### **Forsyth Center - Forsyth Technical Community College, Winston-Salem, NC**

Surry Center - Surry Community College, Dobson, NC

### **Western Region:**

#### **GWU Hickory:**

Connie Christian, B.S., M.B.A., Regional Director

Gaston Center - Gaston College, Dallas, NC

Burke Center - Old Rock School, Valdese, NC

Mayland Center - Mayland Community College

Wilkes Center - Wilkes Community College, North Wilkesboro, NC

#### **Central and Eastern Region:**

GWU - Main Campus - Elizabeth Pack, B.S., M.B.A., Assistant Dean

Isothermal Center - Isothermal Community College, Rutherfordton

Anson Center - Anson Community College, Polkton

Richmond Center - Richmond Community College, Hamlet

Montgomery Center - Montgomery Community College, Troy

Brunswick Center - Brunswick Community College, Supply

#### **GOAL Enrollment Management**

Kaye Schenk, B.S., M.B.A., Assistant Vice President of GOAL Enrollment Management

#### **GOAL Admissions**

Audrey M. Sloan, B.A., Enrollment Coordinator

Amanda K. Smith, B.S., Director of Enrollment Management

Sandy Bailes, B.S., Associate Director of Enrollment Management

Emily Thomas, B.S., Call Center Coordinator

Drew Radford, B.S., Enrollment Counselor

Scott J. Bowen, B.A., M.S., Enrollment Counselor

Freida Phillips, A.A.S., Data Systems Specialist

## **GOAL Academic Advising**

Sara Newcomb, B.S., M.B.A., Director of Advising

Kelly Collum, B.S., Academic Advisor

Debra Bridges, B.S., Academic Advisor

## **FINANCE AND ADMINISTRATION**

Mike W. Hardin, B.S., M.B.A, Vice President for Administration

Lois M. Radford, Administrative Assistant to the Vice President for Administration

### FINANCIAL AFFAIRS

Robin G. Hamrick, B.S., M.B.A., Assistant Vice President for Finance and Controller

Haley A. Kendrick, B.S., B.A., M.S., Assistant Controller

Beth S. Jones, B.S., Accounts Payable Specialist

Linda H. Smith, A.A.S., Director of Payroll

Sonya D. Torres, A.A.S., Payroll Accountant

Amanda N. Riebold, B.S., Financial Accountant

Roberta Parris, B.S., Senior Accountant

Becky Toney, Business Office Manager

Carolyn B. McSwain, A.A.S., Staff Accountant

Jenny B. Humphries, B.A., Student Accounts Representative

Debbie D. Murray, Student Accounts Representative

Tracy G. Williams, Student Accounts Representative

### BUSINESS SERVICES AND AUXILIARY SERVICES

Jeffery S. Ingle, B.A., B.S., Assistant Vice President for Business

Jane G. Powell, A.A., B.S., M.A.C., Business Services Coordinator

Cary Caldwell, B.A., M.B.A., Campus Shop Manager

Jacob D. Willis, B.S., Assistant Textbook Manager

Jaime B. Beason, B.S., M.B.A., Assistant Campus Shop Manager

Rachel W. Butler, Supplies/Merchandise Manager

Amanda G. Smith, Post Office/Campus Shop Associate

Cole Ford, B.S., Post Office Associate

Lowell Hamrick, Fleet Manager

### HUMAN RESOURCES

W. Scott White, B.S., M.B.A., Director of Human Resources

Frances B. Sizemore, B.S., M.B.A., Associate Director of Human Resources

Donna S. Reynolds, A.A., Office Manager

### PLANT OPERATION ADMINISTRATION

Wayne E. Johnson, Jr., B.A., M.Ed., Associate Vice President for Operations

Ann W. Dellinger, Director of Facility Services

Rick W. Hollifield, Director of Construction and Engineering

David S. Wacaster, B.M., Director of Operations for Facilities Management

Jamie Smith, A.A.S., Director of Grounds  
Fannie Brooks, Housekeeping Supervisor  
Susan Bowling, B.A., M.Div, Switchboard Operator  
Brian Speer, B.S.,M.A., Office/Budget Manager for Plant Operations  
Wendy Burnham, Administrative Assistant for Facilities Management

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Suzanne Glasscock, B.S., Director of Food Services  
Linda C. Klos, B.A., Office Manager

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Joey Bridges, B.S., M.B.A., Associate Vice President for Technology Services  
Donna Filer, B.S., Database Administrator  
C. Scot Hull, A.A., B.A., Network Technician  
Greg Humphries, B.S., Systems Analyst  
Deidre C. Ledbetter, A.A.S., B.S., M.B.A., Assistant Vice President for Technology Services  
Chris Logan, A.S., Computer/Network Technician  
Cindy Moore, A.A., Operations Coordinator  
Steven J. Peeler, B.A., Programmer/Analyst  
Emily G. Robertson, B.A., M.A., Educational Technology Coordinator  
Michael T. Schau, A.S., B.B.A., M.B.A., Systems Analyst/Programmer  
Mark Seagroves, B.S., M.S., Network Administrator  
Keith Thomas, A.A., Multimedia Support Technician

#### ADVANCEMENT

Monte K. Walker, B.S., Vice President for Advancement  
M. Lynn Hicks, Administrative Assistant to the Vice President for Advancement  
H. Woodrow Fish, B.S., M.Ed., Associate Vice President for Development and Athletic Development and Alumni Relations  
Pamela Baxter, Assistant Vice President for Development  
Will Mabry, B.S., Director of the Bulldog Club  
Dena Spangler, B.S., Director of Alumni Relations  
Bradley Vaughn, B.A., B.S., Communications Coordinator for Alumni Affairs and Bulldog Club  
Wilson Brooks, B.S., Director of Marketing  
Mary Beth Martin, B.A., Major Gift Officer  
Sara L. McCall, B.A. M.B.A., Director of Annual Fund  
Rebecca Robbins, Associate Director of Advancement Services  
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Paul Foster, Assistant Director of University and Media Relations  
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Laura S. Mode, B.A., Graphic Designer  
Ryan N. Gunter, A.A.S., B.A., Graphic Designer  
Mark A. Houser, B.A., Media Convergence Specialist

#### RADIO STATION/WG WG 88.3

Jeff Powell, B.A., M.A., Operations Manager/Program Director for WG WG  
Scott Kirkland, A.A., Production Supervisor  
Helen Pack, Senior Radio Announcer/Board Operator  
Ronaldo Denuna, Announcer/Board Operator

### ENROLLMENT MANAGEMENT

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Administrative Assistant to the Vice President for Enrollment Management  
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Deborah Knupp, B.S., M.B.A., Admissions Counselor  
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Joseph Laurent, B.S., Admissions Counselor  
Micah Martin, B.A., M.A., Admissions Counselor  
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Vickie Webb-Morrison, A.A.S., Administrative Assistant to the Vice President and Dean of Student Development

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Andrea Nolan, B.A., M.S., Assistant Director of Housing and Residence Education  
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Haley Pond, B.S., Office Manager

## STUDENT LEADERSHIP DEVELOPMENT

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Larry J. Thomas, B.A., Captain  
Barry Lane, Lieutenant, University Police Officer  
Nathan Clark, University Police Officer  
Tabbatha Pearson, University Police Officer/Investigator  
Kenneth Phelps, University Police Officer  
Jose Lopez, University Police Officer  
Danny McClain, University Police Officer  
Teresa Harp, Office Manager

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D. Neal Payne, B.A., M.Div., Associate Minister to the University for Student Ministries  
Stacy D. Mahler, B.S., M.Div., Associate Minister to the University for Pastoral Care  
Lisa Wimberly Allen, B.A., M.Div., Ph.D., Director of the Center for Christian Ethics and Leadership  
Teresa M. Davis, Administrative Assistant to the Office of Christian Life and Service

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Alison A. Kernicky, A.A., Administrative Assistant to the Vice President for Athletics  
Pamela C. Scruggs, A.A., Associate Athletics Director and SWA  
Michael J. Roebuck, B.A., M.B.A., Assistant Athletics Director for Academic Services  
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  
Kevin Davis, B.A., M.A., 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  
Aaron B. Miller, B.S., M.B.A., Facilities Coordinator  
Carroll McCray, B.A., M.A., Head Football Coach  
Kenneth Ray, B.S., Assistant Head Football Coach  
Rocco Adrian, B.A., Assistant Football Coach  
Travis Cunningham, B.S., Assistant Football Coach  
La'Donte Harris, B.S., Assistant Football Coach  
Randall McCray, B.S., M.Ed., Assistant Football Coach  
Issac Mooring II, B.A., Assistant Football Coach  
Brett Nichols, B.S., Assistant Football Coach  
Tim Craft, B.A., Head Men's Basketball Coach  
Takayo Siddle, B.S., Assistant Men's Basketball Coach  
TBA, Assistant Men's Basketball Coach  
TBA, Assistant Men's Basketball Coach  
Paul Hemrick, B.B.A., B.S., Director of Men's Basketball Operations

Rick L. Reeves, B.S., M.Ed., Head Women's Basketball Coach  
Dominique Hudson, B.A., Assistant Women's Basketball Coach  
Blake DuDonis, B.A., Assistant Women's Basketball Coach  
Brittini M. Young, B.S., M.S., Assistant Women's Basketball Coach  
Cierra Harris, B.A., Director of Women's Basketball Operations  
J. Russell "Rusty" Stroupe, B.S., M.A., Head Baseball Coach  
Kent Cox, B.A., M.A., Assistant Baseball Coach  
Ray Greene, B.S., 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  
Kevin R. Mounce, B.S., Head Women's Soccer Coach  
Mike Varga, B.S., Assistant Women's Soccer Coach  
Daniel Elliott, B.S., M.A., Head Wrestling Coach  
Nathan Schiedel, B.A., 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  
Stacie Reichert, B.S., M.S., Assistant Softball Coach  
Diana Deal, B.S., M.A., Assistant Softball Coach  
McKenzie Morenus, B.S., Director of Softball Operations  
Brian D. Baker, B.A., Head Men's and Women's Track and Cross Country Coach  
Mary Wood, B.A., M.A., Associate Head Men's and Women's Track and Cross Country Coach  
Andy Fryman, B.S., Assistant Men's and Women's Track and Cross Country Coach  
Michael D. Simpson, B.S., Head Swimming Coach  
Nathan Rhoads, B.A., Assistant Swimming Coach  
Joshua C. Stanfield, B.A., Assistant Swimming Coach  
Jacquelyn Duggins, B.S., Head Women's Lacrosse Coach  
Ben Sowders, B.S., M.A., Director of Strength & Conditioning  
TBA, Assistant Director of Strength & Conditioning  
Lenea Brewton, B.A., Head Cheerleading Coach  
Kevin T. Jones, A.B., M.A., Director of Athletic Training  
Jon T. Mitchell, B.S., M.A., Service Program Director for Athletic Training  
Kathleen Ayotte, B.S., M.A., Assistant Athletic Trainer  
Betsy Clauss, B.S., M.S., Assistant Athletic Trainer  
Ally Connally, B.S., M.S., Assistant Athletic Trainer  
Stephenie Stark, B.S., Assistant Athletic Trainer  
Andrew Landry, B.S., M.S., Assistant Athletic Trainer  
Kyle I. Zimmerman, B.S., M.Ed., Assistant Athletic Trainer

## Helpful Numbers

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**Graduate School of Business:** (877) 498-4723 or Extension 4375

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Van Graham, Associate Dean, Extension 4379

**M. Christopher White School of Divinity:** (877) 498-4723 or Extension 4400

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Gerald Keown, Associate Dean, Extension 4629

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