

Gardner-Webb University

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2021

### 2021 - 2022, Gardner-Webb Academic Catalog

Gardner-Webb University

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# Academic Catalog 2021-2022

August 2021

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

Published annually at Boiling Springs, NC 28017

# Catalog Update Document

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The Catalog Update Document contains critical updates made to the Academic Catalog during the course of the academic year after the initial publication. The running list below indicates that a substantive change has been made for this section in the catalog. Please scroll below to see the expanded change description.

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07/01/2021

**Political Science and International Affairs**

The Political Science major and Global Studies major offered by the Department of Social Sciences are no longer accepting majors after Spring 2021. Students interested in these programs should refer to the new major, Political Science and International Affairs (p. 124).

**Biochemistry Major (Traditional Undergraduate Program, Department of Natural Sciences) approved. Course of study for the Biochemistry major (a total of 62 hours).**

**Required Biology and Chemistry Courses (51 Hours)**

*BIOL111 General Biology (4) (taken in General Education)*  
*CHEM111 General Chemistry I (4) (taken in General Education)*  
*CHEM112 General Chemistry II (4)*  
*BIOL206 General Microbiology (4)*  
*CHEM201 Organic Chemistry I (4)*  
*CHEM202 Organic Chemistry II (4)*  
*BIOL352 Cell Biology (4)*  
*BIOL301 Genetics (4)*  
*CHEM302 Instrumental Analysis (4)*  
*CHEM422 Biochemistry (4)*  
*CHEM402 Physical Chemistry (4)*  
 Three BIOL/CHEM 200 level and higher electives (12)  
 A capstone course sequence:  
*BIOL/CHEM 291 Professional Readiness (1)*  
*BIOL/CHEM 391 Seminar (1)*  
*BIOL/CHEM 491 Seminar (1)*

**Required Math and Physics Courses (11 hours)**

*MATH151 Calculus (4) (taken in General Education)*  
*MATH325 Statistics & Data Analysis (3)*  
*PHYS203 Engineering Physics I (4)*  
*PHYS204 Engineering Physics II (4)*

The prescribed general education courses are BIOL 111, CHEM 111, and MATH 151

09/01/2021

**Online Undergraduate Program- Transfer Students**

Amended Requirement (for DCP students only)- DCP students must complete at least one quarter of their degree program at Gardner-Webb University.

This language reflects a change from "students must complete half of the hours in the major" to "students must complete at least one quarter". This change applies to the following DCP programs:

- Department of Public Service: Criminal Justice, Human Services
- Department of Religious Studies: Christian Ministry
- College of Education: Birth to Kindergarten Education
- Godbold College of Business: Accounting, Computer Information Systems, Healthcare Management, Management

**Master of Science in Strength and Conditioning****Degree Requirements**

Students continuing into the fourth year of the 3+2 program must finish the entire BS and MS curriculum to obtain both the bachelor's and master's degrees. Upon completion of undergraduate hours, students will apply for and have the BS degree conferred in order to be fully admitted to the MS program. Students will be conferred two degrees once they complete the fifth year of the concurrent program.

Students in the 3+2 program will be required to complete the same two-year (36-hour) curriculum as other students admitted to the MSSC program. Students will take 120 hours of undergraduate courses and 36 hours of graduate coursework, of which twelve hours can be applied to the undergraduate degree. Students are required to maintain a 3.0 GPA through all graduate coursework. If a 3.0 average is not maintained, students are placed on probation per Graduate Studies Academic Standing policy (p. 237). Students not accepted or unable to continue with the 3+2 program may complete the remaining requirements for the BS degree in Exercise Science in a concentration that is most suitable to their needs (e.g., Health Fitness). These students may apply to the traditional (4+2) graduate degree program.

**Student Learning Outcomes****PROFESSIONAL INTERACTION AND COMMUNICATION**

To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback.

**PROFESSIONAL COMPETENCE**

To utilize knowledge, skills, and abilities to evaluate tasks and individual and environmental constraints; develop, implement, and evaluate strength and conditioning programs; and employ behavioral strategies to motivate individuals to adopt and adhere to programming goals.

**PROFESSIONAL ETHICS AND CONDUCT**

To demonstrate behavior, grounded in Christian faith and the liberal arts tradition, that preserves the integrity of a profession, prevents misrepresentation, and protects the consumer.

**PROFESSIONAL AND PERSONAL DEVELOPMENT**

To continuously improve knowledge, skills, and abilities and to uphold a professional image through actions and appearance.

**PROFESSIONAL DECISION MAKING (PROBLEM SOLVING)**

To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.

*NOTE: Students desiring to complete the Bachelor of Science in Exercise Science and Master of Science in Strength and Conditioning degrees in five years will be able to begin MS coursework while still in the BS program. After acceptance into the Bachelor of Science in Exercise Science major, students may begin completion of master's coursework, which can be applied to the Master of Science in Strength and Conditioning degree. Master's coursework will be applied to master's degree-completion requirements after completion of the undergraduate Exercise Science curriculum. Eligible students will be allowed to complete the following graduate courses while still enrolled in the undergraduate degree program: EXSI 535, EXSI 532, EXSI 524, PSYC 520.*

**World Languages Policy**

1. All Gardner-Webb students, except those identified in points 2 and 3 below, must earn at least three hours credit in a world language as part of the Foundational Experience of the General Education curriculum. Students may select any of the world languages offered by Gardner-Webb University including American Sign Language (ASL) to meet this requirement.

2. Three hours of transfer credit for any approved world language course from an accredited institution of higher learning will also meet this requirement.

3. International students whose native language is a language other than English will not be required to meet the world language component of the Foundational Experience as they are considered meeting the purpose of this language requirement by taking courses in English (which is a second language for these students) and are living in a culture distinct from their native culture. Deaf students who score intermediate level or higher on the Sign Language Proficiency Interview (SLPI) will likewise not be required to meet the Foundational Experience's world language component.

4. Native English speakers are strongly encouraged to take the world language placement exam if they have had world languages courses in high school and intend to continue study of that language. This will enable these students to be placed in the proper level of world language instruction and thereby progress in the mastery of that language. These students may choose to study a world language, beginning with the introductory (101) level, other than the one in which they have had prior coursework.

5. Heritage speakers (defined as students who regularly utilize a language other than English at home) are likewise strongly encouraged to take the world language placement exam. This will enable these students to be placed in the proper level of world language instruction and thereby progress in the mastery of that language. These students may choose to study a world language, beginning with the introductory (101) level, other than the one with which they have had prior experience.

### ***ENGL 603 Workshop in Creative Writing***

Course description for catalog: Workshop with primary focus on student writing in one or more genres. Additional emphasis on analysis of published texts representative of the genre(s) under discussion. May be repeated once for credit in a different genre. 3hrs

**10/01/2021**

### ***MSN Admission Requirements***

<http://gardner-webb.smartcatalogiq.com/en/2021-2022/Academic-Catalog/The-Gayle-Bolt-Price-School-of-Graduate-Studies/Graduate-Programs/Nursing/Masters-Programs/Nursing-Master-of-Science>

Graduates from the Hunt School of Nursing Accelerated BSN, Traditional BSN, or Davis RN-BSN programs will be seamlessly admitted into the MSN program within one year of graduation. Applicants will only be required to show proof of meeting criteria 2, 3, and 6 listed below.

6. Completion of an undergraduate or graduate statistics course with a grade of "C" or better (a grade of "Pass" in a statistics course taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis or an earned level 3 or better on an AP statistics exam for statistics).

### ***GWU MSN Graduates Admission to post-master's DNP program***

Graduates from the Hunt School of Nursing MSN will be considered for seamless admission into the post-master's DNP program within 1 year of graduation. Applicants will only be required to show proof of meeting criteria 1, 2, 3, and 9 listed below.

1. Current, unrestricted licensure to practice as a Registered Nurse.
2. Cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate by official graduate transcripts.
3. MSN degree from a regionally accredited institution with a nationally accredited program.
4. Certifications in practice area (if applicable).
5. Three letters of reference
6. Current curriculum vitae.
7. Written essay addressing goals related to doctoral education in nursing, including description of a practice project interest
8. Current, official, satisfactory Criminal Background Check results from the current state of residence AND any other state lived in during the past 10 years, using package code ga98.
9. Validation of the number of hours of nursing practice completed at the post-baccalaureate level as part of a supervised academic program submitted on the provided form.

**Graduate Studies Admission Requirements 60 credit  
hours**

***Godbold College of Business Provisional Admission***



### Provisional Admission

Applicants who show potential for graduate study but do not meet the criteria for full admission may be admitted for up to six hours of graduate work under provisional admission. Deficiencies may include low graduate admission test scores or low undergraduate grade point averages. All applicants with GPAs below 2.25 must complete the GMAT or GRE to be considered for provisional admission. The Admission Committee strives to take a holistic view of the applicant to determine the likelihood for success in graduate business programs and may grant provisional admission based on the following.

1. QAI-GMAT or a QAI-GRE using the GRE® Comparison Tool for Business Schools to convert the GRE score to GMAT equivalent between 750-949, OR
2. Bachelor's degree from a regionally accredited university, with a GPA between 2.5-2.99 on all baccalaureate work attempted or the last 60 credit hours of work attempted, OR
3. Minimum 2.25 GPA and proof of significant years of experience or substantive managerial/leadership experience that may be evidenced through résumé review, personal interviews, or telephone interviews, OR
4. Bachelor's degree from a regionally accredited university with a GPA between 2.00-2.24 on all baccalaureate work attempted or the last 64 60 credit hours of work attempted, AND
  - a minimum score of 750 points based on 200 points times the GPA plus the GMAT score (for example, an overall 2.0 GPA and a 350 GMAT would result in a total of 750, which is acceptable for provisional admission), AND
  - successful completion of three business foundations courses (BADM 501, 502, and 503) with a grade of "C" or better.

### ***Graduate Counseling Admission Requirements***

The requirements for the role of counselor are both personal and intellectual. Thus, program faculty review completed application materials and they consider applicants' readiness for counseling training. Qualified applicants are invited for an interview with the faculty, during which the faculty further assess the personal qualities, goals, and academic background of applicants. Applicants may be admitted who meet both the personal and academic requirements of the program. To be eligible for admission to graduate programs in the School of Psychological Science and Counselor Education, the following requirements apply.

1. A bachelor's degree from a regionally accredited institution with a GPA of 3.0 on all undergraduate work, or a

GPA of 3.0 on the last 64 60 hours of undergraduate or graduate work.

### **MSN Nursing Education and Nursing Administration Admission Requirements**

In order to enroll students from a variety of backgrounds with the greatest potential for successfully completing the program, the following criteria for acceptance will be used:

1. A baccalaureate degree in nursing from a regionally accredited institution with a nationally accredited nursing program, or a baccalaureate degree in another field from a regionally accredited institution;
2. Current, unrestricted licensure to practice as a Registered Nurse in the United States;
3. GPA of 2.70 on all undergraduate work, or GPA of 2.70 on last 64 60 hours of undergraduate or graduate work;
4. Transcripts of all previous college studies;
5. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years; and
6. Completion of an undergraduate or graduate statistics course with a grade of "C" or better (a grade of "Pass" in a statistics course taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis).

### **Nursing Graduate Certificates Admission Requirements**

#### Admission Requirements

Application to the MSN program for certificate completion should be made through the Gayle Bolt Price School of Graduate Studies. The requirements are as follows:

1. Current, unrestricted license to practice as a Registered Nurse in the United States;
2. Official transcripts documenting completion of a baccalaureate or master's degree in nursing from an accredited institution with an accredited corresponding nursing program, or concurrent enrollment in the MSN program at Gardner-Webb University;
3. GPA of 2.7 on all undergraduate work, or GPA of 2.7 on last 64 60 hours of undergraduate or graduate work; and
4. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years.

### **Criminal Justice major**

The Criminal Justice major does not require a minor. This requirement was removed previously but the change is not indicated in the current catalog.

### **Godbold College of Business Degree Completion Program**

Major Hour Program Requirements Changed from one half of courses taken at Gardner-Webb University to one quarter of courses taken at Gardner-Webb University.

NOTE: At least one quarter of the [major course listed below] must be taken at Gardner-Webb University. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

This change is applied to the following programs:

- Accounting, Bachelor of Science, Gardner-Webb Online
- Computer Information Systems, Bachelor of Science, Gardner-Webb Online
- Healthcare Management, Bachelor of Science, Gardner-Webb Online
- Management, Bachelor of Science, Gardner-Webb Online

Minor Program Requirements changes from 18 hours to 15 hours

- Computer Information Systems Minor (Program Requirements 15 hours)
- Healthcare Administration Minor (Program Requirements 15 hours)

### **College of Education- Degree Completion Program Admission to the Teacher Education Program**

To be admitted to the Teacher Education Program, the undergraduate degree-seeking candidate must meet the following requirements:

1. Complete a minimum of 30 cumulative credit hours, with at least 12 hours earned at Gardner-Webb;
2. Complete the Application for Admission to Teacher Education. Candidates must submit the application by the published deadline;

3. Candidates are required to have (and maintain) an overall GPA of 2.7 in addition to other factors for admission to Teacher Education;
4. Complete EDU 250 with a grade of "C" or better (a "C-" is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate;
5. Obtain the minimum scores on the PRAXIS Core examinations or the SAT/ACT equivalents as required by the College of Education. These scores are subject to change. Applicants must satisfy the score requirements in effect at the time of admission to the Teacher Education Program;
6. If majoring in Elementary Education, candidates must complete MTH 204 with a "C" or better and can be enrolled in MATH 205 during the time of application/interview and take the General Curriculum Exam for licensure to be considered for admission. Elementary Education applicants do not have to pass the examination for admittance;
7. Successfully complete the Teacher Education Program Interview; and
8. All other requirements as outlined in the Teacher Education Handbook.

Candidates are not formally admitted to the College of Education until they have met all requirements of the interview.

# Academic Catalog

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## Catalog Requirements

The Academic Catalog is provided to students as a description of the policies, academic programs, degree requirements, and course offerings for the 2021-22 year but does not constitute a binding contract between the University and the student. The University strives to present policies and program descriptions as accurately as possible at the time of publication. The University reserves the right, however, to revise information, policies, or requirements in part or in whole without notice or obligation.

Normally, students will graduate under all provisions of the catalog in force at the time of their initial enrollment as long as the student is continuously enrolled at the institution. If program requirements change, however, a student may elect as an alternative to graduate under all of the provisions of a subsequent catalog in effect during the period of their continuous enrollment. Students who wish to graduate under the academic policies of the later catalog must provide written notification to the University Registrar, designating the catalog being followed. Deviation from the academic requirements of the selected catalog must be approved through the appropriate academic appeal process.

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

Gardner-Webb University  
August 2021  
Published annually at Boiling Springs, NC 28017

**Changes Due to Health and Safety Concerns.** Safety of the University Community is of utmost concern. Over the course of the academic year, University officials will continue to monitor guidance from governmental and health officials concerning the potential dangers of face to face instruction and the presence of students on campus. In its discretion, and in consultation with public health authorities and/or consistent with governmental guidance, Gardner-Webb University reserves the right, without prior notice, to provide online instruction rather than traditional face to face classes, alter the delivery and location of instruction, change class schedules, locations, and class offerings, and close or alter the availability of campus facilities, including, but not limited to, campus housing, recreational and dining facilities, and to make changes to any other program or activity. Reimbursements for tuition, fees, housing, dining, and all expenses or damages incurred as a result of these changes, if any, will be at the discretion of the University.

## Notice of Nondiscrimination

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

Lesley Villarose, Vice President of Student Development and Dean of Students

Interim Title IX Compliance Officer and ADA Coordinator  
704-406-2081

Email: [lvillarose@gardner-webb.edu](mailto:lvillarose@gardner-webb.edu)

Mailing address:  
Dean Lesley Villarose  
Campus Box: 7271  
Tucker Student Center #243  
Boiling Springs, NC 28017

Web: <https://gardner-webb.edu/about/policies-and-information/title-xi-compliance/>

In addition to the Title IX Coordinator listed above, various members of the Gardner-Webb University community are trained to refer sexual harassment and sexual assault complaints to the appropriate authorities. These individuals are listed below.

*Complaints related to faculty or academic personnel*

Dr. Carmen Butler, Dean of Student Success  
Tucker Student Center, 704-406-3980  
**cbutler@gardner-webb.edu**

*Complaints related to athletics*

Ms. Pam Scruggs, Associate Athletics Director and Senior Women's Administrator  
Lutz-Yelton Convocation Center, 704-406-4341  
**pscruggs@gardner-webb.edu**

*Complaints related to non-faculty employees*

Mr. Eric Plemmons, Director of Human Resources  
Webb Hall, 704-406-4259  
**eplemmons@gardner-webb.edu**

*Complaints related to traditional undergraduate students and admissions personnel or procedures*

Dean Lesley Villarose, Vice President of Student Development and Dean of Students  
Tucker Student Center, 704-406-2081  
**lvillarose@gardner-webb.edu**

*Complaints related to degree completion and graduate students*

Dr. Elizabeth Pack, Dean of Adult and Distance Education  
Washburn Hall, 704-406-2173  
**epack@gardner-webb.edu**

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

Dean Leslie Villarose, Interim Title IX Compliance Officer and ADA Coordinator  
Dover Chapel, 704-406-2081  
**lvillarose@gardner-webb.edu**

Mailing address:  
Campus Box: 7271  
Tucker Student Center #243  
Boiling Springs, NC 28017

For further information on this required notice of nondiscrimination, you may visit <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html> or 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.

## Programs

Gardner-Webb University offers multiple degree programs at both the graduate and undergraduate level. Programs are made available through a variety of modes of delivery. The beautiful Boiling Springs campus with its rolling lawns and colonial Georgian architecture houses the residential undergraduate program which offers the Associate of Arts, Associate of Science in Nursing, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, Bachelor of Arts, and Bachelor of Fine Arts degrees. The University's online undergraduate degree completion program awards the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees. A number of graduate programs are offered on the main campus, at sites across the state, and online, including courses of study leading to the Master of Arts, Master of Science, Master of Science in Nursing, Master of Business Administration, International Master of Business Administration, Master of Accountancy, Master of Divinity, Master of Physician Assistant Studies, Education Specialist, Doctor of Business Administration, Doctor of Education, Doctor of Ministry, and Doctor of Nursing Practice. The University also offers a variety of credit and non-credit opportunities for professional and continuing education. Continuing education workshops are offered on an occasional basis to meet community needs in the greater Charlotte area and beyond. In addition, Gardner-Webb University maintains a partnership with Acadeum ([acadeum.com](http://acadeum.com)), a collaboration of colleges and universities across the United States that make online courses available to one another across a broad range of disciplines and course titles. Acadeum courses can provide a solution to students who need a specific course in a semester when the course is not offered by Gardner-Webb. (For more information students should contact the Student Success Center or the Director of Digital Learning.) All of the University's various degree programs, including the great variety of majors and minors available to undergraduate students, are detailed in this Catalog.

## Mission Statement

The mission of Gardner-Webb University is to prepare graduates for leadership and service in their professional careers and in their personal lives. Rigorous and innovative degree programs, combined with distinctive experiential learning opportunities, shape students into thinkers, doers, and world-changers. Forged within a supportive and diverse Christian community, our students emerge ready to impact their chosen professions, equipped with the skills to advance the frontiers of knowledge, and inspired to make a positive and lasting difference in the lives of others.

## Statement of Values

### Christian Heritage

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

### **Baptist Heritage**

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

### **Academic Excellence**

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

### **Liberal Arts**

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

### **Teamwork**

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

### **Student-Centered Focus**

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

### **Community Engagement**

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

### **Diversity**

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

## **Accreditation**

Gardner-Webb University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Master's, Education Specialist, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, or call 404-679-4500 for questions about the accreditation of Gardner-Webb University. Inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information.

The University has been approved by the Commission to offer classes online and at the following off-campus locations.

The Academy at Smith  
2225 South Holden Road  
Greensboro, NC 27407

Alexander Central High School Student Success Center  
223 School Dr  
Taylorsville, NC 28681

Ashbrook High School  
2222 South New Hope Road  
Gastonia, NC 28054

Catawba Valley Community College Higher Education Center  
2760 Highway 70 SE  
Hickory, NC 28602

Durham Public Schools Staff Development Center  
2107 Hillandale Rd  
Durham, NC 27705

East Davidson High School  
1408 Lake Road  
Thomasville, NC

Fayetteville Christian School  
1422 Ireland Drive  
Fayetteville, NC 28304

Forsyth Technical Community College  
2100 Silas Creek Parkway  
Winston-Salem, NC 27103

Gardner-Webb University at Charlotte  
8030 Arrowridge Boulevard  
Charlotte, NC 28273

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

Mitchell Community College  
500 West Broad Street  
Statesville, NC 28677

Surry Community College  
630 South Main Street  
Dobson, NC 27017

Wayne Community College  
3000 Wayne Memorial Drive  
Goldsboro, NC 27534

Wilkes Community College  
1328 South Collegiate Drive  
Wilkesboro, NC 28697

Not all programs are available at all sites or by online delivery alone. Check the University's website for details on availability of specific programs at off-campus locations or by online delivery.

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

All College of Education professional programs, bachelor's-level, and graduate-level licensure programs at Gardner-Webb University are state-approved by the North Carolina State Board of Education. Following review in April 2019, programs leading to licensure in the College of Education continue to be nationally accredited and in good standing with the Council for the Accreditation of Teacher Preparation (CAEP).

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

The Hunt School of Nursing is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN, 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. Phone 404-975-5000, acenursing.org). The Associate of Science in Nursing program and the Bachelor of Science in Nursing, including the Accelerated Bachelor of Science in Nursing option, are also approved by the North Carolina Board of Nursing.

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

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

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

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Gardner-Webb University Physician Assistant Program sponsored by Gardner-Webb University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2028. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The Exercise Science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

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

## The Family Educational Rights and Privacy Act (FERPA) Policy

### Privacy Policy and Access to Educational Records

Gardner-Webb University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 ("FERPA"). FERPA is designed to protect the privacy of student educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of education records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights. Students also have the right to file complaints with the Student Policy Compliance Office, U.S. Department of Education, concerning alleged failures by the institution to comply with FERPA.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of FERPA. The policy can be found on the Registrar Services website.

## 2021-2022-Academic-Calendar

The University's academic year consists of two full-length semesters and a summer session. The Fall and Spring semesters are approximately fifteen weeks long, and each contains an eight-week minimester which begins midway through the semester. Minimesters are offered primarily through the Online Undergraduate Degree Completion Program and are usually populated with online courses.

The summer session consists of two five-week terms which run consecutively, or for some courses, one ten-week term.

An eight-week minimester is also offered during the summer session, again primarily for the Degree Completion Program. Evening classes are offered on the main campus and at various remote sites throughout the year.

Internships, clinicals, and study abroad opportunities along with a number of other high-impact learning opportunities are offered throughout the year. Graduation ceremonies are scheduled in May and December of each year. The dates in the Academic Calendar are subject to change. Current dates can be verified on the live calendar found [here](#).



## Fall Semester 2021

|           |   |
|-----------|---|
| August 9  | New Faculty Orientation   |
| August 10 | Faculty Assembly  |
| August 11 | GWUO New Student Orientation DBA Orientation  |
| August 12 | DBA Residency   |
| August 13 | MBA 10 Term 5 Last Day for Add Classes  |
| August 14 | Traditional Undergraduate (TUG) New First-year Student Move-in and New Student Orientation GWU Faculty Professional Learning Day  |
| August 15 | Check-in for All Returning Students and Readmit Students Living in Residence Halls (August 15-17) MBA 10 Term 4 Last Day of Classes   |
| August 16 | PA Class of 2022- Final Exams Begin MBA 10 Term 5 Classes Begin   |
| August 17 | Graduate Studies (GRAD) New Graduate Student Orientation  |
| August 18 | Traditional Undergraduate (TUG) Classes Begin GWUO 16 Week Classes Begin GWUO 1st 8 Week Classes Begin  |
| August 20 | PA Class of 2022 Final Exams End  |
| August 21 | GWUO 1st 8 Week Last Day for Drop/Add Classes and Late Registration   |
| August 22 | GWUO 1st 8 Week Withdraw with a Grade of "W"  |
| August 23 | Graduate Studies (GRAD) Classes Begin PA Class of 2022- Classes Begin PA Class of 2023- Classes Begin MBA 10 Term 5 Last Day for Drop Classes   |
| August 24 | MBA 10 Term 5 Withdraw with a Grade of "W"  |
| August 25 | All Programs Last Day for Graduation Application for December without Late Fee TUG Last Day for Drop/Add Classes and Late Registration GWUO 16 Week Last Day for Drop/Add Classes and Late Registration |

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| August 26    | All Programs Graduation Application for December with Late Fee<br>TUG Withdraw with a Grade of "W"<br>GWUO 16 Week Withdraw with a Grade of "W"<br>School of Divinity (SOD) New Student Orientation  |
| August 30    | GRAD Last Day for Drop/Add Classes and Late Registration<br>SOD Classes Begin  |
| August 31    | GRAD Withdraw with a Grade of "W"  |
| September 6  | Labor Day<br>SOD Last Day for Drop/Add Classes and Late Registration   |
| September 7  | SOD Withdraw with a Grade of "W"   |
| September 13 | MBA 10 Term 5 Last Day to Withdraw with Grade of "W"<br>SOD Convocation  |
| September 14 | MBA 10 Term 5 Withdraw with a Grade of "WP/WF"   |
| September 16 | GWUO 1st 8 Week Last Day to Withdraw with a Grade of "W"   |
| September 17 | GWUO 1st 8 Week Withdraw with a Grade of "WP/WF"   |
| September 20 | MBA 10 Term 5 Last Day to Withdraw with Grade of "WP/WF"   |
| October 1    | All Programs Last Day for Graduation Application for December with Late Fee<br>GWUO/GRAD/SOD Early Registration for Spring 2022 Begins   |
| October 4    | All Programs Graduation Application for May without Late Fee<br>TUG Last Day to Withdraw with a Grade of "W"<br>GWUO 16 Week Last Day to Withdraw with a Grade of "W"<br>GRAD Last Day to Withdraw with a Grade of "W"<br>SOD Last Day to Withdraw with a Grade of "W" |
| October 5    | TUG Withdraw with a Grade of "WP/WF"<br>GWUO 16 Week Withdraw with a Grade of "WP/WF"<br>GRAD Withdraw with a Grade of "WP/WF"<br>SOD Withdraw with a Grade of "WP/WF"   |

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| October 6   | GWUO 1st 8 Week Last Day to Withdraw with a Grade of "WP/WF"   |
| October 8   | MBA 10 Term 6 Last Day for Add Classes and Late Registration   |
| October 10  | MBA 10 Term 5 Last Day of Classes  |
| October 11  | MBA 10 Term 6 Classes Begin  |
| October 13  | GWUO 1st 8 Week Last Day of Classes/Final Exams<br>MBA 10 Term 5 Grades Due<br>TUG Spring 2022 Early Registration Begins (Seniors and Priority)  |
| October 15  | GWUO 1st 8 Week Grades Due by Noon<br>GWUO 2nd 8 Week Classes Begin  |
| October 18  | Fall Break<br>GWUO 2nd 8 Week Last Day for Drop/Add Classes and Late Registration<br>MBA 10 Term 6 Last Day for Drop Classes   |
| October 19  | Fall Break<br>GWUO 2nd 8 Week Withdraw with a Grade of "W"<br>MBA 10 Term 6 Withdraw with a Grade of "W"   |
| October 26  | TUG Spring 2022 Early Registration Begins (Juniors)  |
| November 4  | TUG Spring 2022 Early Registration Begins (Sophomores)   |
| November 8  | GWUO 2nd 8 Week Last Day to Withdraw with a Grade of "W"<br>MBA 10 Term 6 Last Day to Withdraw with a Grade of "W"   |
| November 9  | GWUO 2nd 8 Week Withdraw with a Grade of "WP/WF"<br>MBA 10 Term 6 Withdraw with a Grade of "WP/WF"   |
| November 11 | TUG Last Day to Withdraw with a Grade of "WP/WF"<br>GWUO 16 Week Last Day to Withdraw with a Grade of "WP/WF"<br>GRAD Last Day to Withdraw with a Grade of "WP/WF"<br>SOD Last Day to Withdraw with a Grade of "WP/WF" |

|                   |   |
|-------------------|---|
| November<br>15    | MBA 10 Term 6 Last Day to Withdraw<br>with a Grade of "WP/WF"   |
| November<br>16    | TUG Spring 2022 Early Registration<br>Begins (Freshmen)   |
| November<br>24-26 | All Programs Thanksgiving Break   |
| November<br>29    | GWUO 2nd 8 Week Last Day to Withdraw<br>with a Grade of "WP/WF"   |
| December<br>1     | TUG Spring 2022 Early Registration<br>Begins (New Students)   |
| December<br>3     | TUG Last Day of Classes   |
| December<br>5     | MBA 10 Term 6 Last Day of Classes   |
| December<br>6     | TUG Final Exams Begin (December 6-<br>9)GWUO 16 Week Final Exams Begin<br>(December 6-9)<br>2nd 8 Week Last Week of Classes/Final<br>Exams Begin (December 6-9)<br>SOD Final Exams Begin (December 6-9) |
| December<br>8     | All Programs Graduating Students<br>Grades Due by NoonMBA 10 Term 6<br>Grades Due   |
| December<br>9     | TUG Final Exams EndGWUO 16 Week<br>Last Day of Classes/Final Exams<br>GWUO 2nd 8 Week Last Day of<br>Classes/Final Exams<br>GRAD Last Day of Classes<br>SOD Last Day of Classes/Final Exams             |
| December<br>10    | CommencementPA Class of 2023- Last<br>Day of Class  |
| December<br>11    | All Programs Final Grades Due   |
| December<br>13    | PA Class of 2022- Last Day of ClassPA<br>Class of 2023- Final Exams Begin   |
| December<br>16    | PA Class of 2023- Final Exams End   |
| December<br>23    | Christmas/ New Year's Break (Dec 23-<br>Jan 2)  |

December 25 Christmas Day

December 31 New Year's EveMBA 10 Term 1 Last Day  
for Add Classes and Late Registration

## Spring Semester 2022

|               |   |
|---------------|---|
| January<br>1  | New Year's Day  |
| January<br>3  | GWUO New Student Orientation<br>MBA 10 Month Term 1 Classes Begin<br>PA Class of 2022- Classes Begin<br>PA Class of 2024- New Student Orientation |
| January<br>4  | PA Class 2023- Classes Begin<br>PA Class 2024- Classes Begin  |
| January<br>5  | Graduation Studies (GRAD) New Student Orientation   |
| January<br>6  | PA Studies- New Student Orientation Begins  |
| January<br>7  | Physician Assistant (PA) Class of 2022<br>Last Day for Drop/Add Classes and Late Registration   |
| January<br>8  | SOD J Term Classes Begin  |
| January<br>10 | MBA 10 Month Term 1 Last Day for Drop Classes<br>PA Class of 2023- Classes Begin<br>PA Class of 2024- Classes Begin                               |
| January<br>11 | Graduate New Student Orientation<br>MBA 10 Month Term 1 Withdraw with a Grade of "W"  |
| January<br>12 | TUG Classes Begin<br>GWUO 16 Week Classes Begin<br>GWUO 1st. 8 Week Classes Begin<br>GRAD Classes Begin   |
| January<br>14 | PA Class of 2024 - Last Day for Drop/Add and Late Registration  |
| January<br>17 | All Programs - Martin Luther King Holiday   |
| January<br>18 | GWUO 1st. 8 Week Last Day for Drop/Add Classes  |

|                |  |
|----------------|--|
| January<br>19  | TUG Last Day for Drop/Add Classes and Late Registration<br>GWUO 16 Week Last Day for Drop/Add Classes and Late Registration<br>GWUO 1st. 8 Week Withdraw with a Grade of "W"<br>GRAD Last Day for Drop/Add and Late Registration |
| January<br>20  | TUG Withdraw with a Grade of "W" GWUO<br>16 week Withdraw with a Grade of "W"<br>GRAD Withdraw with a Grade of "W"<br>SOD New Student Orientation  |
| January<br>22  | SOD J-Term Last Day of Classes   |
| January<br>24  | SOD Classes Begin  |
| January<br>25  | All Programs Last Day for Graduation Application for May without Late Fee  |
| January<br>26  | All Programs Graduation Application for May with Late Fee  |
| January<br>27  | DBA Residency  |
| January<br>31  | MBA 10 Month Term 1 Last Day to Withdraw with a Grade of "W"<br>SOD Last Day for Drop/Add and Late Registration  |
| February<br>1  | MBA 10 Month Term 1 Withdraw with a Grade of WP/WF<br>SOD Withdraw with a Grade of "W"   |
| February<br>7  | GWUO 1st. 8 Week Last Day to Withdraw with a Grade of "W"<br>MBA 10 Month Term 1 Last Day to Withdraw with a Grade of "WP/WF"  |
| February<br>8  | GWUO 1st 8 Week Withdraw with a Grade of WP/WF<br>SOD Withdraw with a Grade of "W"   |
| February<br>25 | GWUO 1st. 8 Week Last Day to Withdraw with a Grade of "WP/WF"<br>MBA 10 Month Term 2 Last Day for Add Classes  |



|             |  |
|-------------|--|
| February 27 | MBA 10 Month Term 1 Last Day of Classes  |
| February 28 | MBA 10 Month Term 2 Classes Begin  |
| March 2     | TUG Last Day to Withdraw with a Grade of "W"<br>GWUO 16 week Last Day to Withdraw with a Grade of "W"<br>GRAD Last Day to Withdraw with a Grade of "W"<br>SOD Last Day to Withdraw with a Grade of "W" |
| March 3     | TUG Withdraw with a Grade of "WP/WF"<br>GWUO 16 Week Withdraw with a Grade of "WP/WF"<br>GRAD Withdraw with a Grade of "WP/WF"   |
| March 4     | All Programs Last Day for Graduation Application for May with Late Fee<br>SOD Withdraw with a Grade of "WP/WF"   |
| March 7     | All Programs Graduation Application for August without Late Fee<br>MBA 10 Month Term 2 Last Day for Drop Classes   |
| March 8     | MBA 10 Month Term 2 Withdraw with a Grade of "W"   |
| March 9     | GWUO 1st 8 Week Last Day of Classes/Final Exams  |
| March 10    | GWUO 2nd. 8 Week Classes Begin   |
| March 11    | GWUO 1st 8 Week Grades Due by Noon   |
| March 14    | Spring Break   |
| March 15    | Spring Break<br>GWUO 2nd. 8 Week Last Day for Drop/Add Classes and Late Registration   |
| March 16    | Spring Break<br>GWUO 2nd. 8 Week Withdraw with a Grade of "W"  |
| March 17    | Spring Break   |
| March 18    | Spring Break   |

|          |  |
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| March 28 | MBA 10 Month Term 2 Last Day to Withdraw with a Grade of "W"   |
| March 29 | MBA 10 Month Term 2 Withdraw with a Grade of "WP/WF"   |
| April 4  | MBA 10 Month Term 2 Last Day to Withdraw with a Grade of "WP/WF"   |
| April 5  | GWUO 2nd. 8 Week Last Day to Withdraw with a Grade of "W"  |
| April 6  | GWUO 2nd. 8 Week Withdraw with a Grade of "WP/WF"  |
| April 13 | TUG Last Day to Withdraw with a Grade of "WP/WF"<br>GWUO 16 week Last Day to Withdraw with a Grade of "WP/WF"<br>GRAD Last Day to Withdraw with a Grade of "WP/WF"<br>SOD Last Day to Withdraw with a Grade of "WP/WF" |
| April 15 | Easter Break   |
| April 16 | Easter Break   |
| April 17 | Easter Break   |
| April 18 | Easter Break   |
| April 22 | MBA 10 Month Term 3 Last Day for Add Classes   |
| April 24 | MBA 10 Month Term 2 Last Day of Classes  |
| April 25 | GWUO 2nd. 8 Week Last Day to Withdraw with a Grade of "WP/WF"<br>PA Class of 2023- Final Exams Begin<br>MBA 10- Term 3 Class Begins  |
| April 29 | TUG Reading Day<br>PA Class of 2023- Final Exams/Classes End   |
| May 2    | TUG Final Exams (May 2-5)<br>PA Class of 2024- Finals Begin<br>MBA 10- Term 3 Last Day for Drop Classes  |
| May 3    | MBA 10- Term 3 Withdraw with a Grade of "W"  |
| May 4    | All Programs Graduating Student Grades Due   |

- May 5      TUG Last Day of ClassesGWUO 16 Week  
Last Day of Classes/Final Exams  
GWUO 2nd 8 Week Last Day of  
Classes/Final Exams  
SOD Last Day of Classes  
GRAD Last Day of Classes  
PA Class of 2022- Classes End  
PA Class of 2023- Final Exams Begin
- May 6      CommencementPA Class of 2023- Finals  
Exams End  
PA Class of 2024- Classes End
- May 7      All Programs Student Grades Due by Noon
- May 9      PA Class of 2024- Final Exams Begin
- May 13     PA Class of 2024- Final Exams End

## Summer Term 2022

- May 2 TUG Final ExamsMBA 10 Month Term 3 Last Day for Drop Classes  
PA Class of 2024 Finals Begin
- May 3 MBA 10 Month Term 3 Withdraw with a Grade of "W"
- May 4 All Programs Graduating Student Grades Due
- May 5 GWUO 16 Week Last Day of Classes/ExamGRAD Last Day of Classes  
PA Class of 2022- Classes End  
PA Class of 2023- Final Exams Begin  
SOD Last Day of Classes
- May 6 Commencement
- May 7 All Programs Student Grades Due by Noon
- May 9 PA Class of 2024- Final Exams Begin
- May 13 PA Class of 2024- Final Exams End
- May 16 PA Class of 2023- Clinical OrientationPA Class of 2024- Classes Begin
- May 18 GRAD Classes BeginGRAD 1st 5 weeks Classes Begin
- May 20 GRAD 1st 5 weeks Last Day for Drop/Add Classes
- May 21 GRAD 1st 5 weeks Withdraw with a Grade of "W"
- May 22 GRAD Last Day for Drop/Add Classes
- May 23 GRAD Withdraw with a Grade of "W"MBA 10 Month Term 3 Last Day to Withdraw with a Grade of "W"  
PA Class of 2023- Classes Begin
- May 24 MBA 10 Month Term 3 Withdraw with a Grade of "WP/WF"
- May 25 All Programs Last Day for Graduation  
Application for August without Late FeeTUG/  
TUG 1st 5 week Classes Begin  
GWUO 8 week Classes Begin

- May 26 All Programs Graduation Application for Graduation Application for August with Late FeeSOD 8 week Classes Begin
- May 27 TUG 1st 5 weeks Last Day for Drop/Add Classes
- May 28 TUG 1st 5 weeks Withdraw with a Grade of "W"SOD 8 week Last Day for Drop/Add Classes
- May 29 TUG Last Day for Drop/Add ClassesGWUO 8 week Last Day for Drop/Add Classes SOD 8 week Withdraw with a Grade of "W"
- May 30 Memorial DayTUG Withdraw with a Grade of "W"  
GWUO 8 week Withdraw with a Grade of "W"  
MBA 10 Month Term 3 Last Day to Withdraw with a Grade of "WP/WF"
- June 2 GRAD 1st 5 weeks Last Day to Withdraw with a Grade of "W"
- June 3 GRAD 1st 5 weeks Withdraw with a Grade of "WP/WF"
- June 9 TUG 1st 5 weeks Last Day to Withdraw with a Grade of "W"
- June 10 All Programs Last Day for Graduation Application for August with Late Fee TUG 1st 5 weeks Withdraw with a Grade of "WP/WF"
- June 13 All Program Graduation Application for December without Late Fee
- June 14 GRAD 1st 5 weeks Last Day to Withdraw with a Grade of "WP/WF"
- June 15 GRAD Last Day to Withdraw with a Grade of "W"
- June 16 GRAD Withdraw with a Grade of "WP/WF"
- June 17 TUG Last Day to Withdraw with a Grade of "W" GWUO 8 week Last Day to Withdraw with a Grade of "W"  
MBA 10 Month Term 4 Last Day for Add Classes

|         |   |
|---------|---|
| June 18 | TUG Withdraw with a Grade of "WP/WF" GWUO 8 week Withdraw with a Grade of "WP/WF"                 |
| June 19 | MBA 10 Month Term 3 Last Day of Classes   |
| June 20 | MBA 10 Month Term 4 Classes Begin   |
| June 21 | TUG 1st 5 weeks Last Day to Withdraw with a Grade of "WP/WF" GRAD 1st 5 weeks Last Day of Classes |
| June 22 | GRAD 2nd 5 weeks Classes Begin MBA 10 Month Term 3 Grades Due                                     |
| June 23 | GRAD 1st 5 Weeks Grades Due   |
| June 24 | GRAD 2nd 5 weeks Last Day for Drop/Add Classes  |
| June 25 | GRAD 2nd 5 weeks Withdraw with a Grade of "W"   |
| June 27 | MBA 10 Month Term 4. Last Day for Drop Classes  |
| June 28 | TUG 1st 5 Weeks Last Day of Classes MBA 10 Month Term 4 Withdraw with a Grade of "W"              |
| June 30 | TUG 1st 5 Weeks Grades Due TUG 2nd 5 Weeks Classes Begin  |
| July 2  | TUG 2nd 5 weeks Last Day for Drop/Add Classes   |
| July 3  | TUG 2nd 5 weeks Last Day to Withdraw with a Grade of "W"  |
| July 4  | July 4th Holiday  |
| July 7  | GRAD 2nd 5 weeks Last Day to Withdraw with a Grade of "W"   |

- July 8 TUG 2nd 5 weeks Withdraw with a Grade of "WP/WF" GRAD 2nd 5 weeks Withdraw with a Grade of "WP/WF"  
GRAD Last Day to Withdraw with a Grade of "WP/WF"
- July 8 GWUO July 4th Break Ends
- July 11 TUG Last Day to Withdraw with a Grade of "WP/WF" GWUO 8 Week Last Day to Withdraw with a Grade of "WP/WF"
- July 12 TUG 2nd 5 Weeks Last Day to Withdraw with a Grade of "W"
- July 13 TUG 2nd 5 weeks Withdraw with a Grade of "WP/WF" SOD 8 week Last Day to Withdraw with a Grade of "WP/WF"
- July 18 MBA 10 Month Term 4 Last Day to Withdraw with a Grade of "W"
- July 19 GRAD 2nd 5 weeks Last Day to Withdraw with a Grade of "WP/WF"
- July 21 TUG 2nd 5 Weeks Last Day to Withdraw with a Grade of "WP/WF"
- July 22 PA Class of 2024- Classes End
- July 25 MBA 10 Month Term 4 Last Day to Withdraw with a Grade of "WP/WF" PA Class of 2024- Finals Begin
- July 26 TUG 2nd 5 weeks Last Day of Classes TUG Last Day of Classes  
GWUO 8 Weeks Last Day of Classes/Final Exams  
GRAD 2nd 5 weeks Last Day of Classes  
GRAD Last Day of Classes  
SOD 8 Week Last Day of Classes
- July 27 All Programs Graduating Student Grades Due by Noon
- July 29 PA Class of 2024- Finals End
- July 30 Commencement All Programs Grades Due
- August 14 MBA 10 Month Term 4 Last Day of Classes

August 17 MBA 10 Month Term 4 Grades Due

August 19 PA Class of 2023- Classes End



# Traditional Undergraduate Programs

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## Undergraduate Degrees and Major Fields

The Traditional Undergraduate Program provides a comprehensive learning experience which includes an award-winning, broad-based, liberal-arts-focused General Education curriculum. All students select a major field of study which is typically the focus of the last two years of study. A minor field of study is optional, although many major fields of study will also require a minor. The General Education curriculum is designed to equip students with skills in critical thinking, oral and written communication, along with a heightened appreciation of cultural, social, and scientific achievements, and an awareness of the course of western history. Gardner-Webb's distinctive General Education program also includes biblical studies as well as opportunities to engage personal faith with learning. Career preparation is a key theme that runs throughout the undergraduate experience, including internship opportunities and other high-impact active-learning experiences. The following are the types of undergraduate degrees along with major fields of study offered by Gardner-Webb University.

### Associate of Arts (AA)

Graphic Design

### Associate of Science (AS)

Nursing

### Bachelor of Arts (BA)

American Sign Language  
 Art  
 Biblical Studies  
 Communication Studies  
 Discipleship Studies  
 English  
 English - Teacher Licensure (9-12)  
 English as a Second Language - Teacher Licensure (K-12)  
 French - Teacher Licensure (K-12)  
 Global Studies  
 Graphic Design  
 History  
 History - Teacher Licensure (9-12)  
 Journalism  
 Missiology  
 Music  
 Philosophy and Theology  
 Political Science  
 Social Sciences  
 Social Studies - Teacher Licensure (9-12)  
 Sociology

Spanish - Teacher Licensure (K-12)  
 Theatre Arts  
 World Languages, Literatures, and Cultures  
 Youth Discipleship Studies

### Bachelor of Fine Arts (BFA)

Art

### Bachelor of Music (BM)

Music Education - Teacher Licensure (K-12)  
 Music Composition  
 Music Performance  
 Music with Emphasis in Business and Music Industry  
 Worship Leadership

### Bachelor of Science (BS)

Accounting  
 Biology  
 Birth-Kindergarten, optional Teacher Licensure  
 Chemistry  
 Computer Information Systems  
 Computer Science  
 Criminal Justice Administration  
 Economics/Finance  
 Elementary Education - Teacher Licensure (K-6)  
 Exercise Science  
 Healthcare Management  
 International Business  
 Management  
 Marketing  
 Mathematics  
 Mathematics - Teacher Licensure (9-12)  
 Middle Grades Education with Concentrations in Language Arts, Mathematics, Social Studies, and Science - Teacher Licensure (6-9)  
 Physical Education/Health Education - Teacher Licensure (K-12)  
 Psychology  
 Sport Education  
 Sport Management  
 Wealth Management

### Bachelor of Science in Nursing (BSN)

Nursing  
 RN to BSN

## Bachelor's Degree Requirements

Gardner-Webb University offers an academic program consisting of a minimum of 120 credit hours for the bachelor's degree. The degree consists of a major field of study in the liberal arts or in a professional or pre-professional area, a General Education program, and elective courses. Some of the programs also require a minor field of study. To earn a baccalaureate degree the student completes the academic program on the following pages.

## General Education Requirements

The Traditional Undergraduate Program provides a comprehensive learning experience that includes a broad-based, liberal arts-focused General Education curriculum. Gardner-Webb's distinctive General Education program also includes opportunities to engage personal faith with learning. Key components of the undergraduate experience include career preparation and internship opportunities, writing and information literacy instruction, and other high-impact active-learning experiences. These experiences have been carefully designed to meet a diverse set of learning goals, which in turn have been developed on the basis of the University's mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcome of the General Education curriculum.

A major or minor program of study may include courses that also appear in the General Education curriculum. While a course could fulfill an academic requirement in both the major/minor program of study and the General Education curriculum, numerical credit hours for the course will only count once towards total credits for graduation. The most efficient pathway to graduation is encouraged. That pathway might include fulfilling specific academic requirements in a major/minor program of study and the General Education curriculum simultaneously within a single course. Students are highly encouraged to work with their assigned advisers and the Gardner-Webb University Office of Academic Advising to determine and maintain the most efficient pathway.

### Students who complete their studies at Gardner-Webb University will

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

Because of the Christian nature of Gardner-Webb's identity and mission (see point seven above), it requires all bachelor's-degree-seeking students, including transfers, to earn credit (whether at Gardner-Webb or another institution under transfer or transient credit policies) for RELI 300: Introduction to the Old Testament and RELI 301: Introduction to the New Testament. Therefore, these two courses are designated as upper division General Education requirements.

## Associate Degrees

For the General Education requirements of Associate of Arts degree programs, consult the specific program's description in this Catalog.

## Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science Degrees (44-46 hours)

The General Education curriculum is divided into a foundational experience supported by four exploratory learning experiences.

**I. Foundational Experience (32-33 hours)****Biblical Studies**

Both courses are required.

|          |                                   |   |
|----------|-----------------------------------|---|
| RELI 300 | Introduction to the Old Testament | 3 |
| RELI 301 | Introduction to the New Testament | 3 |

**Composition**

Both courses are required.

|          |                |   |
|----------|----------------|---|
| ENGL 101 | Composition I  | 3 |
| ENGL 102 | Composition II | 3 |

*Some students, based on test scores, must take CRLT 101 (p. 362) as a prerequisite for courses in the General Education curriculum. See the English Composition Requirement Enrollment Policy. (p. 39)*

**Fine Arts**

Choose one 3 hour course from the following:

|          |                |   |
|----------|----------------|---|
| ARTS 225 | Art Survey     | 3 |
| MUSC 225 | Music Survey   | 3 |
| THEA 235 | Theatre Survey | 3 |

**History**

Choose one 3 hour course from the following:

|          |                                   |   |
|----------|-----------------------------------|---|
| HIST 101 | Survey of Western Civilization I  | 3 |
| HIST 102 | Survey of Western Civilization II | 3 |

**Mathematics**

Choose one 3 or 4 hour course from the following:

|          |  |   |
|----------|--|---|
| MATH 105 | Fundamentals of Statistics and Probability | 3 |
| MATH 110 | Finite Mathematics                         | 3 |
| MATH 120 | Math for the Liberal Arts                  | 3 |
| MATH 150 | Precalculus                                | 3 |
| MATH 151 | Calculus I                                 | 4 |
| MATH 152 | Calculus II                                | 4 |

*Some students, based on test scores, must take MATH 100 (p. 391) as a prerequisite for courses in the General Education curriculum.*

**Physical Wellness**

Choose one 1 hour course from the following:

|          |                    |   |
|----------|--------------------|---|
| PHED 141 | Aerobic Fitness    | 1 |
| PHED 142 | Aerobic Walking    | 1 |
| PHED 143 | Jogging            | 1 |
| PHED 145 | Weight Training    | 1 |
| PHED 146 | Military Fitness   | 1 |
| PHED 150 | Tennis/Badminton   | 1 |
| PHED 151 | Racquetball        | 1 |
| PHED 152 | Recreational Dance | 1 |
| PHED 153 | Golf               | 1 |

|          |                         |   |
|----------|-------------------------|---|
| PHED 154 | Golf and Bowling        | 1 |
| PHED 156 | Team Sports             | 1 |
| PHED 157 | Swimming                | 1 |
| PHED 158 | Martial Arts            | 1 |
| PHED 161 | Hiking/Orienteering     | 1 |
| PHED 165 | Alpine Tower Challenges | 1 |

**Science**

Choose one 4 hour course from the following:

|          |  |   |
|----------|--|---|
| BIOL 101 | Human Biology                                  | 4 |
| BIOL 104 | Environment                                    | 4 |
| BIOL 111 | General Biology                                | 4 |
| CHEM 103 | Introductory Chemistry                         | 4 |
| CHEM 111 | General Chemistry I                            | 4 |
| GEOL 101 | Physical Geology                               | 4 |
| GEOL 102 | Historical Geology                             | 4 |
| GEOL 105 | Oceanography and Meteorology                   | 4 |
| GEOL 106 | Environmental Geology                          | 4 |
| PHYS 103 | Physics in Everyday Life                       | 4 |
| PHYS 104 | Astronomy                                      | 4 |
| PHYS 203 | General Physics for Scientists and Engineers I | 4 |

*A student accepted to the Nursing program who meets the prerequisite may take BIOL 203 (p. 349) to satisfy the Natural Science requirement.*

**World Language**

Choose any one FREN (p. 379), GERM (p. 382), GREK (p. 385), HEBR (p. 386), SGLG (p. 423), or SPAN (p. 427) 3 hour course based on the student's level of proficiency (see World Language Policy). (p. 38) World Languages culture courses do not satisfy the World Language requirement in the Foundational Experiences category.

**University Life**

The following course is required.

|          |                 |   |
|----------|-----------------|---|
| UNIV 111 | University Life | 3 |
|----------|-----------------|---|

**II. Exploratory Experiences (12-13 hours)**

Courses taken in the Foundational Experience do not count to satisfy any of the Exploratory Experience requirements in the following categories: Expression, Global Community, Human Experience, and Stewardship.

**Expression**

Choose one 3 or 12\* hour course from the following:

|          |   |   |
|----------|---|---|
| ARTS 225 | Art Survey                                | 3 |
| BADM 325 | Business Communications Applications      | 3 |
| COMM 233 | Speech                                    | 3 |
| ENGL 270 | Rhetoric                                  | 3 |
| MUSC 225 | Music Survey                              | 3 |
| RELI 354 | Oral Communication in a Christian Context | 3 |
| THEA 150 | Acting I                                  | 3 |

|          |                                     |    |
|----------|-------------------------------------|----|
| THEA 235 | Theatre Survey                      | 3  |
| EDUC 450 | Student Teaching                    | 12 |
| BKED 440 | Professional Administrative Seminar | 12 |

\* This applies to approved Teacher Education candidates in the School of Education.

### Global Community

Choose one 3 hour course from the following:

|          |   |   |
|----------|---|---|
| RELI 245 | Religion and Culture in a Global Perspective  | 3 |
| SSCI 205 | Global Understanding  | 3 |
| OR       |   |   |
| WLLC     | Choose any one FREN, GERM, GREK, HEBR, SGLG, or SPAN course based on the student's level of proficiency | 3 |

### Human Experience

Choose one 3 hour course from the following:

|          |  |   |
|----------|--|---|
| COMM 230 | Technology and American Society                                  | 3 |
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| ENGL 211 | British Literature Survey I                                      | 3 |
| ENGL 212 | British Literature Survey II                                     | 3 |
| ENGL 231 | American Literature Survey I                                     | 3 |
| ENGL 232 | American Literature Survey II                                    | 3 |
| ENGL 240 | Survey of Topics in Literature                                   | 3 |
| ENGL 251 | World Literature Survey I  | 3 |
| ENGL 252 | World Literature Survey II                                       | 3 |
| HIST 101 | Survey of Western Civilization I                                 | 3 |
| HIST 102 | Survey of Western Civilization II                                | 3 |
| HIST 245 | Survey of United States History from 1877 to the Present         | 3 |
| POLS 202 | American Government  | 3 |

### Stewardship

Choose one 3 or 4 hour course from the following:

|          |                              |   |
|----------|------------------------------|---|
| BIOL 101 | Human Biology                | 4 |
| BIOL 104 | Environment                  | 4 |
| BIOL 111 | General Biology              | 4 |
| CHEM 103 | Introductory Chemistry       | 4 |
| CHEM 111 | General Chemistry I          | 4 |
| GEOL 101 | Physical Geology             | 4 |
| GEOL 102 | Historical Geology           | 4 |
| GEOL 105 | Oceanography and Meteorology | 4 |
| GEOL 106 | Environmental Geology        | 4 |

|          |  |   |
|----------|--|---|
| HLED 221 | Dimensions of Personal Health                  | 3 |
| MATH 105 | Fundamentals of Statistics and Probability     | 3 |
| MATH 110 | Finite Mathematics                             | 3 |
| MATH 120 | Math for the Liberal Arts                      | 3 |
| MATH 150 | Precalculus                                    | 3 |
| MATH 151 | Calculus I                                     | 4 |
| MATH 152 | Calculus II                                    | 4 |
| PHYS 103 | Physics in Everyday Life                       | 4 |
| PHYS 104 | Astronomy                                      | 4 |
| PHYS 203 | General Physics for Scientists and Engineers I | 4 |
| PSYC 201 | General Psychology                             | 3 |

## Bachelor of Music Degree (42-46 hours)

The General Education curriculum is divided into a foundational experience supported by four exploratory learning experiences.

### I. Foundational Experience (30-33 hours)

#### Biblical Studies

Both courses are required.

|          |                                   |   |
|----------|-----------------------------------|---|
| RELI 300 | Introduction to the Old Testament | 3 |
| RELI 301 | Introduction to the New Testament | 3 |

#### Composition

Both courses are required.

|          |                |   |
|----------|----------------|---|
| ENGL 101 | Composition I  | 3 |
| ENGL 102 | Composition II | 3 |

*Some students, based on test scores, must take CRLT 101 (p. 362) as a prerequisite for courses in the General Education curriculum. See the English Composition Requirement Enrollment Policy. (p. 39)*

#### Fine Arts

Choose one 3 hour course from the following:

|          |                |   |
|----------|----------------|---|
| ARTS 225 | Art Survey     | 3 |
| MUSC 225 | Music Survey   | 3 |
| THEA 235 | Theatre Survey | 3 |

#### History

Choose one 3 hour course from the following:

|          |                                   |   |
|----------|-----------------------------------|---|
| HIST 101 | Survey of Western Civilization I  | 3 |
| HIST 102 | Survey of Western Civilization II | 3 |

#### Mathematics

Choose one 3 or 4 hour course from the following:

|          |  |   |
|----------|--|---|
| MATH 105 | Fundamentals of Statistics and Probability | 3 |
|----------|--|---|

|          |                           |   |
|----------|---------------------------|---|
| MATH 110 | Finite Mathematics        | 3 |
| MATH 120 | Math for the Liberal Arts | 3 |
| MATH 150 | Precalculus               | 3 |
| MATH 151 | Calculus I                | 4 |
| MATH 152 | Calculus II               | 4 |

Some students, based on test scores, must take MATH 100 (p. 391) as a prerequisite for courses in the General Education curriculum.

### Physical Wellness

Choose one 1 hour course from the following:

|          |                         |   |
|----------|-------------------------|---|
| PHED 141 | Aerobic Fitness         | 1 |
| PHED 142 | Aerobic Walking         | 1 |
| PHED 143 | Jogging                 | 1 |
| PHED 145 | Weight Training         | 1 |
| PHED 146 | Military Fitness        | 1 |
| PHED 150 | Tennis/Badminton        | 1 |
| PHED 151 | Racquetball             | 1 |
| PHED 152 | Recreational Dance      | 1 |
| PHED 153 | Golf                    | 1 |
| PHED 154 | Golf and Bowling        | 1 |
| PHED 156 | Team Sports             | 1 |
| PHED 157 | Swimming                | 1 |
| PHED 158 | Martial Arts            | 1 |
| PHED 161 | Hiking/Orienteering     | 1 |
| PHED 165 | Alpine Tower Challenges | 1 |

### Science

Choose one 4 hour course from the following:

|          |  |   |
|----------|--|---|
| BIOL 101 | Human Biology                                  | 4 |
| BIOL 104 | Environment                                    | 4 |
| BIOL 111 | General Biology                                | 4 |
| CHEM 103 | Introductory Chemistry                         | 4 |
| CHEM 111 | General Chemistry I                            | 4 |
| GEOL 101 | Physical Geology                               | 4 |
| GEOL 102 | Historical Geology                             | 4 |
| GEOL 105 | Oceanography and Meteorology                   | 4 |
| GEOL 106 | Environmental Geology                          | 4 |
| PHYS 103 | Physics in Everyday Life                       | 4 |
| PHYS 104 | Astronomy                                      | 4 |
| PHYS 203 | General Physics for Scientists and Engineers I | 4 |

A student accepted to the Nursing program who meets the prerequisite may take BIOL 203 (p. 349) to satisfy the Natural Science requirement.

### World Language

Choose any one FREN (p. 379), GERM (p. 382), GREK (p. 385), HEBR (p. 386), SGLG (p. 423), or SPAN (p. 427) 3 hour course based on the student's level of proficiency (see World Language Policy). (p. 38)World Languages culture courses do not satisfy the World Language requirement in the Foundational Experiences category.

### University Life

The following course is required.

|          |                 |   |
|----------|-----------------|---|
| UNIV 111 | University Life | 2 |
|----------|-----------------|---|

## II. Exploratory Experiences (12-13 hours)

Courses taken in the Foundational Experience do not count to satisfy any of the Exploratory Experience requirements in the following categories: Expression, Global Community, Human Experience, and Stewardship.

### Expression

Choose one 3 or 12\* hour course from the following:

|          |   |    |
|----------|---|----|
| ARTS 225 | Art Survey                                | 3  |
| BADM 325 | Business Communications Applications      | 3  |
| COMM 233 | Speech                                    | 3  |
| ENGL 270 | Rhetoric                                  | 3  |
| MUSC 225 | Music Survey                              | 3  |
| RELI 354 | Oral Communication in a Christian Context | 3  |
| THEA 150 | Acting I                                  | 3  |
| THEA 235 | Theatre Survey                            | 3  |
| EDUC 450 | Student Teaching                          | 12 |
| BKED 440 | Professional Administrative Seminar       | 12 |

\* This applies to approved Teacher Education candidates in the School of Education.

### Global Community

Choose one 3 hour course from the following:

|          |   |   |
|----------|---|---|
| RELI 245 | Religion and Culture in a Global Perspective  | 3 |
| SSCI 205 | Global Understanding OR   | 3 |
| WLLC     | Choose any one FREN, GERM, GREK, HEBR, SGLG, or SPAN course based on the student's level of proficiency | 3 |

### Human Experience

Choose one 3 hour course from the following:

|          |  |   |
|----------|--|---|
| COMM 230 | Technology and American Society                                  | 3 |
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| ENGL 211 | British Literature Survey I                                      | 3 |
| ENGL 212 | British Literature Survey II                                     | 3 |
| ENGL 231 | American Literature Survey I                                     | 3 |
| ENGL 232 | American Literature Survey II                                    | 3 |
| ENGL 240 | Survey of Topics in Literature                                   | 3 |
| ENGL 251 | World Literature Survey I  | 3 |

|          |  |   |
|----------|--|---|
| ENGL 252 | World Literature Survey II                               | 3 |
| HIST 101 | Survey of Western Civilization I                         | 3 |
| HIST 102 | Survey of Western Civilization II                        | 3 |
| HIST 245 | Survey of United States History from 1877 to the Present | 3 |
| POLS 202 | American Government                                      | 3 |

**Stewardship**

Choose one 3 or 4 hour course from the following:

|          |  |   |
|----------|--|---|
| BIOL 101 | Human Biology                                  | 4 |
| BIOL 104 | Environment                                    | 4 |
| BIOL 111 | General Biology                                | 4 |
| CHEM 103 | Introductory Chemistry                         | 4 |
| CHEM 111 | General Chemistry I                            | 4 |
| GEOL 101 | Physical Geology                               | 4 |
| GEOL 102 | Historical Geology                             | 4 |
| GEOL 105 | Oceanography and Meteorology                   | 4 |
| GEOL 106 | Environmental Geology                          | 4 |
| HLED 221 | Dimensions of Personal Health                  | 3 |
| MATH 105 | Fundamentals of Statistics and Probability     | 3 |
| MATH 110 | Finite Mathematics                             | 3 |
| MATH 120 | Math for the Liberal Arts                      | 3 |
| MATH 150 | Precalculus                                    | 3 |
| MATH 151 | Calculus I                                     | 4 |
| MATH 152 | Calculus II                                    | 4 |
| PHYS 103 | Physics in Everyday Life                       | 4 |
| PHYS 104 | Astronomy                                      | 4 |
| PHYS 203 | General Physics for Scientists and Engineers I | 4 |
| PSYC 201 | General Psychology                             | 3 |

**Bachelor of Science in Nursing Degree (44-46 hours)**

The General Education curriculum is divided into a foundational experience supported by four exploratory learning experiences.

**I. Foundational Experience (32-33 hours)**

**Biblical Studies**

Both courses are required.

|          |                                   |   |
|----------|-----------------------------------|---|
| RELI 300 | Introduction to the Old Testament | 3 |
| RELI 301 | Introduction to the New Testament | 3 |

**Composition**

Both courses are required.

|          |               |   |
|----------|---------------|---|
| ENGL 101 | Composition I | 3 |
|----------|---------------|---|

|          |                |   |
|----------|----------------|---|
| ENGL 102 | Composition II | 3 |
|----------|----------------|---|

*Some students, based on test scores, must take CRLT 101 (p. 362) as a prerequisite for courses in the General Education curriculum. See the English Composition Requirement Enrollment Policy. (p. 39)*

**Fine Arts**

Choose one 3 hour course from the following:

|          |                |   |
|----------|----------------|---|
| ARTS 225 | Art Survey     | 3 |
| MUSC 225 | Music Survey   | 3 |
| THEA 235 | Theatre Survey | 3 |

**History**

Choose one 3 hour course from the following:

|          |                                   |   |
|----------|-----------------------------------|---|
| HIST 101 | Survey of Western Civilization I  | 3 |
| HIST 102 | Survey of Western Civilization II | 3 |

**Mathematics**

Choose one 3 or 4 hour course from the following:

|          |  |   |
|----------|--|---|
| MATH 105 | Fundamentals of Statistics and Probability | 3 |
| MATH 110 | Finite Mathematics                         | 3 |
| MATH 120 | Math for the Liberal Arts                  | 3 |
| MATH 150 | Precalculus                                | 3 |
| MATH 151 | Calculus I                                 | 4 |
| MATH 152 | Calculus II                                | 4 |

*Some students, based on test scores, must take MATH 100 (p. 391) as a prerequisite for courses in the General Education curriculum.*

**Physical Wellness**

Choose one 1 hour course from the following:

|          |                         |   |
|----------|-------------------------|---|
| PHED 141 | Aerobic Fitness         | 1 |
| PHED 142 | Aerobic Walking         | 1 |
| PHED 143 | Jogging                 | 1 |
| PHED 145 | Weight Training         | 1 |
| PHED 146 | Military Fitness        | 1 |
| PHED 150 | Tennis/Badminton        | 1 |
| PHED 151 | Racquetball             | 1 |
| PHED 152 | Recreational Dance      | 1 |
| PHED 153 | Golf                    | 1 |
| PHED 154 | Golf and Bowling        | 1 |
| PHED 156 | Team Sports             | 1 |
| PHED 157 | Swimming                | 1 |
| PHED 158 | Martial Arts            | 1 |
| PHED 161 | Hiking/Orienteering     | 1 |
| PHED 165 | Alpine Tower Challenges | 1 |

**Science**

The following course is required.

|          |                                |   |
|----------|--------------------------------|---|
| BIOL 203 | Human Anatomy and Physiology I | 4 |
|----------|--------------------------------|---|

A student accepted to the Nursing program who meets the prerequisite may take BIOL 203 (p. 349) to satisfy the Natural Science requirement.

### World Language

Choose any one FREN (p. 379), GERM (p. 382), GREK (p. 385), HEBR (p. 386), SGLG (p. 423), or SPAN (p. 427) 3 hour course based on the student's level of proficiency (see World Language Policy). (p. 38)World Languages culture courses do not satisfy the World Language requirement in the Foundational Experiences category.

### Univeristy Life

The following course is required.

|          |                 |   |
|----------|-----------------|---|
| UNIV 111 | University Life | 3 |
|----------|-----------------|---|

## II. Exploratory Experiences (12-13 hours)

Courses taken in the Foundational Experience do not count to satisfy any of the Exploratory Experience requirements in the following categories: Expression, Global Community, Human Experience, and Stewardship.

### Expression

Choose one 3 or 12\* hour course from the following:

|          |   |    |
|----------|---|----|
| ARTS 225 | Art Survey                                | 3  |
| BADM 325 | Business Communications Applications      | 3  |
| COMM 233 | Speech                                    | 3  |
| ENGL 270 | Rhetoric                                  | 3  |
| MUSC 225 | Music Survey                              | 3  |
| RELI 354 | Oral Communication in a Christian Context | 3  |
| THEA 150 | Acting I                                  | 3  |
| THEA 235 | Theatre Survey                            | 3  |
| EDUC 450 | Student Teaching                          | 12 |
| BKED 440 | Professional Administrative Seminar       | 12 |

\* This applies to approved Teacher Education candidates in the School of Education.

### Global Community

Choose one 3 hour course from the following:

|          |   |   |
|----------|---|---|
| RELI 245 | Religion and Culture in a Global Perspective  | 3 |
| SSCI 205 | Global Understanding OR   | 3 |
| WLLC     | Choose any one FREN, GERM, GREK, HEBR, SGLG, or SPAN course based on the student's level of proficiency | 3 |

### Human Experience

Choose one 3 hour course from the following:

|          |                                 |   |
|----------|---------------------------------|---|
| COMM 230 | Technology and American Society | 3 |
|----------|---------------------------------|---|

|          |  |   |
|----------|--|---|
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| ENGL 211 | British Literature Survey I                                      | 3 |
| ENGL 212 | British Literature Survey II                                     | 3 |
| ENGL 231 | American Literature Survey I                                     | 3 |
| ENGL 232 | American Literature Survey II                                    | 3 |
| ENGL 240 | Survey of Topics in Literature                                   | 3 |
| ENGL 251 | World Literature Survey I  | 3 |
| ENGL 252 | World Literature Survey II                                       | 3 |
| HIST 101 | Survey of Western Civilization I                                 | 3 |
| HIST 102 | Survey of Western Civilization II                                | 3 |
| HIST 245 | Survey of United States History from 1877 to the Present         | 3 |
| POLS 202 | American Government  | 3 |

### Stewardship

The following course is required.

|          |                    |   |
|----------|--------------------|---|
| PSYC 201 | General Psychology | 3 |
|----------|--------------------|---|

### World Language Policy

The following guidelines apply to the world language requirement.

1. Aside from exceptions 2-6 noted below, students must complete a world language through the first semester of the intermediate level (201). Students may select either from those offered by Gardner-Webb or any approved world language courses transferred from an accredited institution of higher learning. American Sign Language will be deemed a world language for purposes of this requirement. Students should start their World Language requirements during or before the Spring semester of their Sophomore year.
2. International students whose native language is a language other than English will not be required to complete additional courses in a world language other than English.
3. Students may receive elective credit in a world language. Students receiving such credits will complete their world language requirements at or above the intermediate level. Students who place into a course above the elementary level of a particular language (201 or higher) will receive six credit hours of elective credit if they choose to complete six hours in that language. This elective credit does not apply for the minor or major. Students who place into a course above the introductory level (102 or higher) cannot take lower-level courses for credit. They may audit the lower-level course as a refresher if they deem it necessary.

4. Deaf students who score intermediate level or higher on the SLPI: ASL will not be required to take additional world language courses.
5. Bachelor of Science in Nursing students must complete a world language through the second semester of the elementary level (102). The number of hours required depends upon the student's entering competency level (either FREN 101 (p. 379), FREN 102 (p. 379); GERM 101 (p. 382), GERM 102 (p. 382); GREK 101 (p. 385), GREK 102 (p. 385); HEBR 101 (p. 386), HEBR 102 (p. 386); SPAN 101 (p. 427), SPAN 102 (p. 428); SGLG 101 (p. 423), SGLG 102 (p. 423)).  
Students with two or more units of a world language in high school/typically begin at the 102 level; those with exceptional ability may satisfy the requirement through testing.
6. Bachelor of Music students must complete six credits of world language study in the same language, or students may test out of the 102-level. If a student tests out of the world language requirement, the student must take six credits of electives in any field. Music Ed majors do not need to take electives if they test out of world language.

### English Composition Requirement Enrollment Policy

Traditional Undergraduate Students must register for ENGL 101 (p. 371) (or CRLT 101 (p. 362), if required) beginning with their first semester of enrollment at Gardner-Webb and remain enrolled in ENGL 101/CRLT 101 until they have earned a satisfactory grade in this course (students in CRLT 101 should consult the Developmental Courses (p. 39) section for further information). Students who successfully complete CRLT 101 must enroll in ENGL 101 the semester immediately following the one in which they earned a satisfactory grade for CRLT 101 and remain in ENGL 101 until they earn credit for this course. Students successfully completing ENGL 101 must enroll in ENGL 102 in the semester immediately following the successful completion of ENGL 101 and remain enrolled in ENGL 102 until they earn credit for this course. Students may not withdraw from CRLT 101. Students may not withdraw from ENGL 101 or ENGL 102 while remaining enrolled in other courses except in rare and extraordinary circumstances. The Chair of the English Department and the Associate Provost for Arts and Sciences must both approve any extraordinary request to withdraw from ENGL 101 or ENGL 102. Students who are withdrawing from all classes are not required to secure this permission but should communicate their intention to withdraw from the University to their academic advisor before submitting the "Withdrawal Form" available on WebbConnect.

### Developmental Courses

Students required to take either or both CRLT 101 (p. 362) Critical Literacy or MATH 100 (p. 391) Basic Mathematical Skills must earn a minimum grade of "C" (2.00) in order to be released from required enrollment in the course(s). Students are not allowed to withdraw from these courses once enrolled in them unless they are withdrawing completely from the University. Students who earn a "C-" or lower grade (i.e., less than a 2.00) must repeat the course(s) in each successive semester of enrollment at Gardner-Webb until they earn a grade of at least "C" (2.00). Students have a maximum of four attempts per course to earn the minimum acceptable grade. Failure to achieve this grade in four attempts will result in dismissal from the University.

Attendance in CRLT 101 and/or MATH 100 is critical, and therefore the attendance policy is more stringent than for other courses. Students are expected to attend at least 80% of the scheduled class meetings (i.e., a maximum of eight absences for a MWF section or six for a TR section). As in all classes, attendance is counted from the first scheduled meeting, and failure to meet this attendance requirement will result in the student receiving no credit for the course and a grade of "@F" will be recorded on the student's transcript. Students are responsible for knowing the number of absences they accumulate. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence.

### The Major

Each candidate for a baccalaureate degree must choose a major field of study. This selection must be made before entering the junior year. However, students in education, music, natural sciences, nursing, and world languages should begin their major in their first year. Requirements for each major are listed within each department or school.

The declaration of major form is completed and submitted online. Academic Advising processes the request and sends email notification to the dean or chair. The dean/chair assigns the student to an advisor within the school/department. The academic advising of all declared majors within the school/department is the responsibility of the dean/chair. This responsibility may be delegated to any faculty member within that school/department for that period of time which best serves the interest of the student.



A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 credit hours or more in a secondary field as approved by the dean/chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. A transfer student must complete at least one-half of the major(s) at Gardner-Webb.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/department of the major to determine specific guidelines for General Education course selection.

## The Minor

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

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

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

The minor field typically consists of 15-20 credit hours of academic work. A transfer student must complete at least nine hours of the minor at Gardner-Webb University. Requirements for each minor field are listed with the courses of instruction. The following minor fields are available: American Sign Language; Art History; Biblical Languages; Biblical Studies; Biology; Business Administration; Chemistry; Christian History; Classical Languages; Communication Studies; Computer Information Systems; Computer Science; Criminal Justice Administration; Cultural Studies with Concentrations in French, German, and Spanish; Discipleship Studies; English; Environmental Science; French; General Science; Global Studies; Graphic Design; Health Care Management; Health Science; History; Homeland Security; Intercultural Communication; Journalism; Management; Marketing; Mathematics; Military Science; Missiology; Museum Studies; Music; Philosophy and Ethics; Physical Science; Political Science; Professional Education (available for areas of licensure only); Psychology; Recreation; Religious Studies; Sign Language Interpreting; Social Sciences; Sociology; Spanish; Sport Management; Sports Ministry; Studio Art; Theatre Arts; World Languages; World Religions; Writing; and Youth Discipleship Studies.

## Academic Definitions and Regulations

### The Credit Hour

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

### Classification

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

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

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

Non-degree-seeking students include all persons not enrolled in a degree program.

### **Academic Course Load**

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

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

The normal academic course load for each term of summer school is six credit hours or a four-credit-hour laboratory course plus one three-credit-hour course. The maximum number of hours for which a student may enroll in summer is 15 credit hours.

### **Course Registration**

Students register for classes online through WebbConnect according to the posted schedule on the official Academic Calendar. Before registration, each student must consult with his or her academic advisor on course selection, General Education requirements, major requirements, and other degree requirements. After a face-to-face advising session for each semester, the student will be given a registration PIN (Personal Identification Number) to allow the student to enroll in classes. However, it is the responsibility of the student, not the academic advisor, to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed. At the time of registration, the student is responsible for updating their anticipated date of graduation and contact information.

### **Auditing Courses**

A Gardner-Webb University student may audit a course for a nominal charge. For full-time Traditional Undergraduate students, the fee is waived. The Audit Form is located in WebbConnect under the Registration link and must be submitted to Registrar Services prior to the end of the schedule modification period (first week of classes). Individuals who are not Gardner-Webb students may audit a course for a nominal charge provided an application is filed with the Admissions Office.

Auditors are subject to the attendance regulations of the University. Auditors are eligible to participate in class activities and assessments but faculty are not obligated to provide services including, but not limited to, grading, advising, mentoring, or counseling. Additional requirements, if any, are the responsibility of the instructor. Credit will not be allowed for any course for which a student registers as an auditor.

### **Administrative Changes in Class and Schedule**

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

### **Adding, Dropping, and Withdrawing from Courses**

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

After the schedule modification period, any official withdrawal from a class must be done by the student by submitting the Withdrawal Form located in WebbConnect. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

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

The directions for withdrawing are listed below.

1. Log in to WebbConnect
2. Click Registration

3. Click Withdrawal Information Notification of the request is sent to the student upon the processing of the withdrawal.

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

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

## **Grades and Reports**

### **Grading System and Quality Points**

Graduation is dependent upon quality as well as upon quantity of work done. A student earns quality points as well as credit hours if the level of performance does not fall below that of "D-." Letter grades are assigned. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

| <b>Grades</b>   | <b>Hours<br/>Attempted<br/>Per Credit<br/>Hour</b> | <b>Quality<br/>Points Per<br/>Credit Hour</b> |
|---|--|---|
| A+  | 1  | 4   |
| A   | 1  | 4   |
| A-  | 1  | 3.67  |
| B+  | 1  | 3.33  |
| B   | 1  | 3   |
| B-  | 1  | 2.67  |
| C+  | 1  | 2.33  |
| C   | 1  | 2   |
| C-  | 1  | 1.67  |
| D+  | 1  | 1.33  |
| D   | 1  | 1   |
| D-  | 1  | .67   |
| F   | 1  | 0   |
| FZ - Fail in Pass/Fail<br>Option (no credit<br>hours earned)          | 0  | 0   |
| FX - Failure for<br>Academic Dishonesty                               | 1  | 0   |
| FD - Dimensions<br>Failure  | 0  | 0   |
| P - Passing (with<br>approval)  | 0  | 0   |
| I - Incomplete  | 1  | 0   |
| IN - Incomplete (with<br>approval)                                    | 0  | 0   |
| W - Withdrew  | 0  | 0   |
| WP - Withdrew<br>Passing  | 0  | 0   |
| WF - Withdrew<br>Failing (first six such<br>grades assigned)          | 01   | 00  |
| WF - Withdrew<br>Failing (seventh or<br>more such grades<br>assigned) |  |   |
| @F - Administrative<br>Failure  | 1  | 0   |

|   |                   |  |
|---|-------------------|--|
| @W - Administrative Withdrawal (student never attended) | 0                 | 0  |
| TR - Hours Credit                                       | Hours Credit Only | Transfer Hours Only                          |
| CR - Hours Credit                                       | Hours Credit Only | Hours Credit Only                            |
| AU - Auditor  | 0                 | 0  |
| E - Course Repeated                                     | 0                 | 0  |
| I - Later or Higher Attempt Computed According to Grade | 1                 | Multiplied by quality points for final grade |

#### Notations on Transcripts

E - Course Excluded from GPA

I - Course Included in GPA (Located to the right side of the quality points of the course)

1 - Multiplied by quality points for final grade

An Incomplete may be assigned only when a small amount of coursework (e.g., tests, project, research paper, or final exam) is not submitted by the end of the course. An Incomplete is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an "I" in place of the grade for the student needing an Incomplete. Within 24 hours of submission, Registrar Services will send the faculty member an e-mail notification that the required "Incomplete Contract" is available through WebbConnect under the "Manage Classes" folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends the contract to the student via the student's Gardner-Webb e-mail address. The student must "accept" the contract in order to confirm the Incomplete. If the student "denies" the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days after the last day of the term in which the "I" was submitted. Extensions can be submitted by the faculty member to the Registrar. If the 90-day period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no grade is submitted at that time, the Incomplete is converted to a final grade of "F." Once the "F" is recorded, the student, the advisor, and the faculty member are notified by e-mail.

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

A "W" will be assigned when a student withdraws from a course during the first 40% of the term. After the first 40% of the term, a "WF" or "WP" is assigned by the instructor based upon the instructor's assessment of the student's work at the date of withdrawal.

A student wishing to withdraw from a class or completely from school after the schedule modification period is over must submit the withdrawal form located in WebbConnect. Advisors do not have the accessibility to withdraw a student from courses. Course or complete withdrawals are not official until they have been processed by the Registrar. E-mail notifications are sent to the student, the advisor and the instructor(s) of the courses once the withdrawal has been processed.

@F - This grade represents an administrative failure of a course. It could be assigned by either the instructor or the Registrar to any student who ceases to attend class or who otherwise exceeds the permissible number of absences in a course. This grade is treated the same as the basic "F"; it counts against the student's grade point average and is repeatable under the provisions of the Repeat Course Policy.

FX - This grade is assigned for reasons of academic dishonesty and counts against a student's GPA just as a grade of "F" does. It is assigned by the Registrar upon written request of the instructor of record in accordance with the University's policy on academic dishonesty. Once the grade is assigned, it appears on the transcript as a permanent indication of an incident of academic dishonesty. University policy on repeating courses does not apply in the case of an FX. A student may repeat the course, but the FX remains on the transcript and will continue to be calculated into the GPA.

The last date for withdrawing from an individual course will be four weeks after mid-term or a date not to exceed 75% of the course (including summer school). After this point, students may not withdraw from individual courses but may completely withdraw from school.

Once a grade has been submitted to the Registrar, it cannot be changed except in the event of a clerical error or an error in calculation, or as a result of an academic appeal. Unless an "I" or "IN" has been assigned, an instructor cannot accept coursework from a student after a grade has been submitted.

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

### **Pass/Fail Option**

In the spirit of its liberal arts tradition, Gardner-Webb encourages students to pursue a broad range of interests outside their chosen major. Toward this end, students enrolled in the Traditional Undergraduate Program may (but are not required to) select the Pass/Fail (P/F) grading option to utilize in a maximum of four courses during their undergraduate enrollment at Gardner-Webb. This option may only be utilized for free electives and may not be utilized for any course counted as meeting General Education, major, minor, or required prerequisite requirements. The Pass/Fail option may be utilized for no more than one course in any given semester or session. The Pass/Fail option must be selected by the student prior to the end of the designated schedule modification (i.e., “drop/add”) period in any given semester/session and once the option is selected may not be changed although the course may be dropped as per normal rules governing that process. Student transcripts will show a final grade of “PZ” or “FZ” for the chosen course and the “PZ”/“FZ” grade will not count toward GPA calculations either as hours attempted or grade points earned. If passed, the course will count toward the 120 hours needed for graduation; if failed, the course and grade will be indicated on the student’s transcript but the failing grade will not affect the student’s GPA. Repeats of failed P/F courses will be governed by the normal rules for that process. Credit hours for any course chosen for the P/F option will count toward a student’s semester/session enrollment and billing hours as if it were taken under regular grading policies.

Individual student selection of the P/F option will not be indicated on official communications (e.g., rolls, progress reports, etc.) to the course instructor until the final grade report which will indicate that the student has selected the P/F option. The instructor will select the appropriate grade in accordance with the course grading policies he/she promulgated in the course syllabus. All grades of “D-” or higher are considered passing.

NOTE: Because courses taken under the Pass/Fail option do not count toward GPA calculations, students should be aware of the policy on earning Dean’s List and Honor Roll distinctions (i.e., students with 12-15 hours calculated in their GPA must earn a 4.0 for Dean’s List and at least 3.5 for Honor Roll; for students with more than 15 hours calculated in their GPA the minimum thresholds are 3.7 and 3.2 respectively).

### **Grade Point Average**

The student’s general academic performance is indicated by both a current term grade point average and a term-by-term grade point average (GPA). The current term and the cumulative GPAs are determined by dividing earned quality points by attempted credit hours. Both values are calculated based only on academic work completed at Gardner-Webb. In addition, there are three total GPAs calculated: total institution GPA, total transfer GPA, and overall GPA. Total institution GPA represents combined academic work at Gardner-Webb as of the last term of attendance. Total transfer GPA represents combined academic work that qualified for transfer from other institutions. Overall GPA represents both academic work completed at Gardner-Webb and work transferred from other institutions.

### **Grade Reports**

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

### **Transcripts of Student Records**

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

## **Graduation Requirements**

A minimum of 120 credit hours is required for the baccalaureate degree. All candidates for graduation must take their final 30 hours with Gardner-Webb University. Students transferring from community colleges are required to complete a minimum of 60 credit hours of subsequent study in senior colleges or universities, with at least the final 30 hours with Gardner-Webb. A student must have a minimum grade of 2.0 on each course counted toward the major. A transfer student is required to complete at least one-half of the major (a minimum of 15 credit hours) at Gardner-Webb.

### **Application for Graduation**

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled Commencement.

### **Commencement Participation Policy**

Participation in Commencement exercise is not required. If a student is unable to participate in the Commencement ceremony upon completion of degree requirements, the student must send an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

## Honors and Awards

### Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List: Students completing a minimum of 12 Grade Point Average hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and students taking 15 hours or more must have a 3.7 or better with no grade below "C" (2.00). Hours taken for Pass/Fail grades are not included in GPA calculations and are likewise not included for the Dean's List calculations.
2. Honor Roll: Students completing a minimum of 12 Grade Point Average hours and fewer than 15 must have a 3.5 Gardner-Webb Grade Point Average with no grade below "C" (2.00), and students taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below "C" (2.00). Hours taken for Pass/Fail grades are not included in GPA calculations and are likewise not included for Honor Roll calculations.

### Alpha Chi

Gardner-Webb University has an active chapter of Alpha Chi (AX), a multidisciplinary honor society with membership in the Association of College Honor Societies. Membership in Alpha Chi is the highest honor bestowed on traditional undergraduate students at Gardner-Webb University. In addition, it offers members opportunities for educational enrichment and for scholarship competition. A list of Alpha Chi nominees is produced by the Registrar and audited for membership requirements once a year in the Fall semester. Alpha Chi nominees then receive a letter of nomination explaining the requirements of membership and an invitation to a formal induction ceremony. Alpha Chi members serve as junior marshals at Commencement and are formally recognized during their own graduation ceremonies.

To be eligible for AX, a student must:

1. Have attained junior status by earning at least 60 hours of college credit,
2. Place in the top 10% of his/her class based on cumulative GPA,
3. Have earned 24 hours credit from Gardner-Webb University,
4. Be enrolled in at least 12 hours of college classes in the semester of induction, and
5. Have a record of excellent citizenship and character.

### Annual Awards

Students with the highest Gardner-Webb University GPA are recognized at Fall Convocation. The first-, second-, and third-year awards are calculated at the conclusion of the academic year and are based on the number of academic years the student has completed at Gardner-Webb.

Awards are made to outstanding students in many individual disciplines at the Spring Awards Ceremony.

The Senior Scholastic Award is presented at each undergraduate Commencement. To be considered for the award, a student must complete a minimum of 60 hours at Gardner-Webb. It is presented to the senior who has the highest Gardner-Webb University GPA; in most cases the Gardner-Webb GPA is 4.000. When there is more than one graduating senior who has the highest GPA, the true overall GPA is used to determine the award winner, functioning as a tie-breaker. This calculation includes transfer work averaged in with all work at Gardner-Webb.

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

The awards are given annually at the May Commencement exercise. Students who meet the criteria below are eligible for that year's Outstanding Graduate Awards. Eligible students will include those who completed their requirements and graduated in the previous December commencement or who will complete and graduate during the coming August commencement. The winners of these awards are selected by the faculty.

Criteria for eligibility include the following.

1. Graduating Senior;
2. GPA of 3.5 or better;
3. Completion of at least four semesters of study in the Traditional Undergraduate Program;
4. Record of meaningful involvement in campus life;
5. Demonstrated potential for leadership beyond graduation; and
6. Record of responsible campus citizenship (verified by Student Development).

### Graduation Honors

To be considered for baccalaureate honors, a graduating student must complete a minimum of 60 hours at Gardner-Webb University, and his or her GPA for that work taken here must merit honors.

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

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

### Honors Program Graduation Recognitions

Gardner-Webb University provides a comprehensive Honors Program to nurture academically qualified students in all majors. Emphasis is placed on Honors classes, leadership through their academic and co-curricular accomplishments, preparation for graduate school, and special activities. Students who participate in the Honors Program, complete a minimum of 27 credit hours of Honors courses, and receive the recommendation of the Honors faculty will receive "Honors Program" recognition during commencement exercises.

## Other Graduation Requirements

### Professional Readiness Experience (PRE) Graduation Requirement

All Gardner-Webb Traditional Undergraduate students are required to complete satisfactorily at least one Professional Readiness Experience (PRE) in order to graduate, effective with the Fall 2016 freshman class. Successful completion of the Professional Readiness Experience will be indicated on the student's transcript. Students may choose to complete as many Professional Readiness Experiences as they desire. Only the first successfully completed PRE will be recorded on the student's transcript.

To meet the PRE requirement, a student must follow the procedures stipulated for the specific PRE chosen. Project supervisors need to ensure that the individual PRE is properly registered with Registrar Services in the early stages of the project/experience to ensure proper records are kept of meeting the PRE graduation requirement. The Professional Readiness Experiences are:

- Internship/Clinical/Student Teaching
- Research
- Study Abroad
- Service-Learning
- Leadership

Further information is available from academic advisors, program coordinators, the Office of International Programs (for the Study Abroad PRE), the Center for Personal and Professional Development (for the Leadership PRE), or the IMPACT Center for Christian Ethics and Social Responsibility (for the Service-Learning PRE).

## PRE Grading Policy

### 1. PRE Credit-bearing Courses

In situations where students are satisfying a PRE requirement through a course, the grading policies of that course are in effect and that student's course grade will be factored into the student's grade point average (GPA) according to standard policy. However, to meet the PRE graduation requirement a student must earn a "C" or better in the course. Passing a PRE (i.e., earning a "C" or better in the course) will be indicated in the student's records by a grade of "P"; failing a PRE (i.e., earning a "C-" or less in the course) will be indicated by a grade of "F."

A+, A, A-, B+, B, C+, C course grades = P (passed PRE)

C-, D+, D, D-, F course grades = F (failed PRE)

### 2. PRE Experiences Taken Independently from Credit-bearing Courses

When a student is taking a Professional Readiness Experience independent of a course, the student's work will be graded on a Pass/Fail basis. Passing grades for independent PREs (indicated in Banner with PREX prefixes) should reflect a quality of work equivalent to a grade of "C" or better. Passing a PRE (i.e., earning a "C" or better) will be indicated in the student's records by a grade of "P"; failing a PRE (i.e., earning a "C-" or less) will be indicated by a grade of "F."

As these experiences do not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A "P" (i.e., passing) in an independent PRE indicates fulfillment of the PRE graduation requirement.

NOTE: All independent PRE Pass/Fail grades must be submitted to Registrar Services by the instructor/mentor/supervisor of the PRE through the normal grade reporting channels to ensure proper crediting and record keeping of these experiences.

## \$name

### Writing Intensive Graduation Requirement

All Gardner-Webb Traditional Undergraduate Students entering Fall 2018 or after must complete five Writing Intensive (WI) courses as a graduation requirement. This requirement will be fulfilled by completing three WI courses in the General Education curriculum (Tier One and Two) and two WI courses in the major (Tier Three).

**Tier One:** ENGL 101 (p. 371) and ENGL 102 (p. 371).



**Tier Two:** One WI General Education course taken after ENGL 102 (p. 371). These courses vary semester to semester; but sections meeting the requirement will be labeled “WI2” during the registration process for each semester. This designation will also appear with the course in the student’s degree audit.

**Tier Three:** Two WI courses in the major. These courses are identified by a “WI3” within the Catalog course description, on the course listings for registration, and in the student’s degree audit.

#### **Transfer Credit for Writing Intensive courses**

**Tier One:** Transfer credit for ENGL 101 (p. 371) and ENGL 102 (p. 371) will each meet one Tier One WI course requirement. Both Tier One WI requirements may be met through transfer credit.

**Tier Two:** Students transferring under the Comprehensive Articulation Agreement or who have received transfer credit for all General Education requirements are considered to have met this requirement.

**Tier Three:** Transfer credit does not meet this requirement.

## **Dimensions Program**

Dimensions is weekly series of programs designed to nurture persons spiritually, intellectually, and culturally in the context of the Christian faith and to promote a sense of community. All Gardner-Webb Traditional Undergraduate students, including transfer students, are required to satisfactorily complete 4 semesters of Dimensions in order to graduate. To meet this requirement, students must attend at least 10 programs per semester. Every student automatically will be registered for a Dimensions course each semester until four semesters have been successfully completed. Transfer students must satisfactorily complete a Dimensions course each semester until they graduate or until four semesters have been successfully completed. Part-time students must complete a Dimensions course for every 15 hours of credit earned at Gardner-Webb until four semesters of Dimensions have been successfully completed. (The Dimensions courses are numbered 111-114).

As Dimensions does not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A “P” (i.e., passing) in four Dimensions courses indicates fulfillment of the graduation requirement. Students receiving an “F” in Dimensions must repeat the course the following semester.

## **Academic Policies**

### **Academic Appeals Policy**

#### **General Academic Decision Appeals Procedure**

A student who has a question about an academic decision that does not involve a grade or course substitution should consult the University official responsible for the decision. If the matter is not resolved to the student’s satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: instructor, department chair, dean, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC may be appealed to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing, improper procedure, or a sanction inconsistent with the incident. The Provost’s decision is final. The student must initiate all appeals in writing on his or her own behalf no more fourteen (14) business days after the date of the start of the following fall or spring semester. An exception to this time limit is a grade appeal in a pre-licensure program of the Hunt School of Nursing, which must be submitted to the professor within two weeks of the end of the semester.

#### **Denials of Requests for a Course Substitution of a General Education Requirement**

A student who has followed the proper procedure for requesting a course substitution of a general education requirement and is dissatisfied with the decision may appeal in the following order to the next highest level in the appropriate chain of responsibility: to the instructor; to the department chair or dean; and the General Education Committee (GEC). Decisions of the GEC may be appealed to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing or improper procedure. The Provost’s decision is final. The student must initiate such appeals in writing on his or her own behalf no more fourteen (14) business days after the start of the following semester (exclusive of summer semesters).

### Grade Appeals

A student who has a question about a grade not involving an Honor Code violation should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal in writing and in the following order to the instructor, department chair, dean, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC may be appealed to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing, improper procedure, or a sanction inconsistent with the incident. The Provost's decision is final. The student must initiate such appeals in writing on his or her own behalf no more fourteen (14) business days after the start of the following semester (exclusive of summer semesters). Email notification of approved and processed grade changes will be sent to the student, the instructor, and the advisor.

Academic Appeal Filing Forms and General Education Requirements Substitution Forms may be obtained from the Forms section of WebbConnect. The appeal document must include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. Furthermore, all appeals must be signed and dated and include a thorough justification for the requested resolution. Appeals made on behalf of the student by another party (e.g., faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. The Dean of Student Success will assist students with academic appeals if requested.

### Academic Standing and Retention Standards Policy

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

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

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

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

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

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

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

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

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

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

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

See "Readmission of Former Students" (p. 66) for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

## Academic Renewal Policy

The purpose of the Academic Renewal Policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University. To be eligible for Academic Renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received Academic Renewal previously. For students who have attempted more than 60 credit hours of work at Gardner-Webb, only the first 60 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

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

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

The Gardner-Webb Readmission Committee will consider a student for Academic Renewal when reviewing an application for readmission. Any student who applies for readmission and is eligible for Academic Renewal may request consideration for such at that time. In addition, the readmission committee may recommend a student applying for readmission for Academic Renewal. If approved, the student will have the right to turn down Academic Renewal if it is not desired. All previous records at Gardner-Webb will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for Academic Renewal. Students may not apply for or be considered for Academic Renewal after they have been readmitted and have enrolled in their first course.

## Attendance Policy

Gardner-Webb University is grounded in the idea of educating its students holistically within the traditions of Christianity and the liberal arts. At the center of both guiding principles of the University is the idea of community and interpersonal relationships. Spiritual, moral/ethical, and intellectual growth are all broadened, enriched, and made more meaningful within a community of individual growth. Therefore, in order to ensure that students interact with others engaged in this search for growth and knowledge, Gardner-Webb University requires that students regularly attend and participate in the class meetings and activities designed to encourage aspects of this growth in each of their courses. This provides that philosophical foundation for the University's Attendance Policy which follows.

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of "@F" in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence. All absences, regardless of reason, apply toward the 25% threshold.

### **Absence from Tests and Examinations**

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

### **Final Examinations/Assessments**

Comprehensive final examinations or assessments are required in every course during the scheduled examination time (see the Registrar Services website). 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 course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## **Comprehensive Articulation Agreement Policy**

Gardner-Webb University is a signatory school to the 2015 Independent Comprehensive Articulation Agreement with North Carolina Community Colleges. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 credit hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 credit hours of academic credit upon admission to Gardner-Webb. Students who have earned an Associate in Arts or an Associate in Science degree will be considered as having met Gardner-Webb's General Education requirements (except for Dimensions and the upper level requirement of RELI 300 and RELI 301) under the 2015 ICAA. Students enrolled at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the ICAA in place at the time of their initial community college enrollment as long as they have remained continuously enrolled.

The Independent Comprehensive Articulation Agreement provides numerous benefits to North Carolina Community College graduates as well as students who have not yet completed their associate's degree. Interested applicants are encouraged to speak with a Gardner-Webb University enrollment counselor to find out how the ICAA will affect their course of study.

Guidance for requirements specific to a student's intended major at Gardner-Webb may be found on the University's website.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Every TUG transfer student is also required to earn credit for the upper-division General Education requirements (RELI 300 and RELI 301) and four semesters of the Dimensions program. Transfer students can review the departmental requirements under Additional Requirements for Transfer Majors for specific courses required in their major.

## **Course Credit Policies**

### **Advanced Placement**

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

### **College-Level Examination Program**

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

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

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

6. Students can only receive CLEP credit within their first semester.

The Department of English Language and Literature will grant credit for English 101 (three hours) to students who make a score of 60 or higher on the English Composition with Essay CLEP test. To earn this credit, students must take only this specific CLEP test, which is offered, administered, and scored by the Educational Testing Service (ETS). Students are responsible for ensuring ETS sends official notification of the English Composition with Essay score to Gardner-Webb's Department of English Language and Literature. CLEP credit is not available for English 102.

General examination guidelines are as follows.

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

Subject examination guidelines are as follows.

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

A detailed list of AP and CLEP equivalencies is available on the Registrar Services website.

**International Baccalaureate Organization:** The University accepts credit for Higher Level courses completed with scores of 5 or above. A detailed list of IBO equivalencies is available on the Registrar Services website.

### **Armed Service-Related Programs**

Veterans who have successfully completed a course or courses under the Service School training program or through the United States Armed Forces Institute may submit these courses for credit consideration. Gardner-Webb recognizes the Joint Services Transcript transfer recommendations of the American Council on Education and may offer college credits for military service equivalencies. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

### **Course by Arrangement**

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

Course by arrangement requires junior, senior, or graduate standing and the approval of the following: the instructor offering the study, the student's major department/school, and the appropriate Associate Provost. A course by arrangement must be scheduled before the end of the schedule modification period of each semester. It will not be used to repeat a course unless the course will not be offered within twelve months from the end date of the course to be repeated. No more than two course by arrangements may be applied toward graduation requirements. No more than one course by arrangement can be taken in any one semester.

### **Credit by Exam**

A credit by exam is 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. To request the opportunity to receive credit by exam, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered. The dean of the school or chair of the department will appoint a committee to review the request. If the request is approved, the dean or chair will appoint the examining instructor or committee and inform the Student Accounts office that, prior to taking the exam, the student should be charged a per-credit-hour examination fee. If the examination results are acceptable, the examining instructor or committee will report the results, via the Certification of Successful Challenge Examination form, to the dean of the school or chair of the department. That dean or chair will send a copy of the form to the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

### **Independent Study**

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

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

## Grade Point Average (Minimum) Policies

The following are minimum GPA requirements.

1. CRLT 101 and Math 100. Students required to take CRLT 101 or Math 100 courses must achieve a minimum final grade of “C” (2.00) in order to be released from required enrollment in the course(s). This means that students may not drop these courses once they have been enrolled in them. Students receiving a “C-,” “D+,” “D,” “D-,” or an “F” must repeat the course(s) in each successive semester of enrollment at Gardner-Webb, until they earn at least a grade of “C” (2.00). Students who fail to achieve at least a grade of “C” (2.00) in one of these courses after a maximum of four attempts will be dismissed from the University.
2. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
3. The student must have a minimum grade of “C” (2.00) on each course counted toward the major. A transfer student must complete at least one-half of the major at Gardner-Webb.
4. The student must also have an overall “C” (2.00) average on all work counted toward any minor. A grade of “D-” (0.67) is a passing grade for courses in the minor.
5. A grade of “D-” (0.67) is a passing grade for General Education courses.

## Institutional Credit Policy

The last academic year (30 credit hours or more) must be taken at Gardner-Webb.

## Prior Competencies Policy

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

## Repeat Course Policy

A student may repeat up to six courses in which he or she earned a “C-,” “D+,” “D,” “F,” “D-,” “@F,” or “WF” to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the first six courses being repeated, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript.

Students may repeat up to two courses in which they earned a grade of “C” or higher in an effort to improve their GPA. In these cases, the higher grade will be utilized for GPA calculations although the lower grade will remain on the transcript. No additional credit hours can be earned in these course repeats. These repeats do count towards the maximum of six course repeats.

Transfer credit may not be used to repeat or replace a grade earned in a Gardner-Webb course.

University policy on repeating courses is not applicable in a situation where an “FX” was assigned because of academic dishonesty. An “FX” that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored into the grade point average.

Designations appearing on the transcript at the right end of a line describing a course indicate how that course’s quality points were calculated. An “E” designation on the transcript refers to a course excluded from the grade point calculation as the result of a repeat. An “I” designation on the transcript refers to an inclusion in the grade point calculation of a grade as the result of a repeat. An “A” designation refers to a course whose quality points were averaged with those of another course as the result of a repeat in excess of the limits for replacing grades.

## Honor Code Policy

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

## Policy of Academic Honesty

### Preamble

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

### **Student Responsibilities**

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

### **Faculty Responsibilities**

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4. Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction.

5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.
6. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their instructor stating: "I have neither given nor received unauthorized help on this assignment."

### **Definition of Academic Dishonesty**

In general, a student has committed an act of academic dishonesty when two circumstances exist: (1) The student could reasonably be expected to know that his/her instructor would disapprove of some aspect or circumstance of the student's academic work; and (2) the student submits work to the instructor for evaluation while hiding or failing to disclose to the instructor that particular aspect or circumstance. To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned.

Furthermore, any student who knowingly gives unauthorized assistance to another student in order to assist that student in commission of an act of academic dishonesty is themselves guilty of academic dishonesty.

On tests and examinations academic dishonesty may occur when a student receives any assistance that the instructor has not expressly permitted. It may take the form of looking on another student's test answers or bringing into the test site any information or materials not expressly permitted by the instructor. Academic dishonesty also occurs when a student knowingly allows another student to look at the first student's test answers.

Plagiarism is a form of academic dishonesty. Plagiarism is the use of someone else's words, ideas, or work, without properly documenting or identifying the source for the instructor. Plagiarism includes the act of rephrasing someone else's words, ideas, or work and failing to identify them as those of someone else. If used, someone else's exact words must be properly punctuated as a quotation and the source fully identified. Also, any ideas or work that have been taken from a source other than the student's own personal knowledge—"book, article, interview, etc."—must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should consult the instructor about any question or uncertainty regarding proper documentation or research information.

An instructor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the instructor has not expressly authorized such assistance, the student must assume that the instructor expects the assignment to be done entirely by the student; to do otherwise would be dishonest.

When class attendance is taken into account in grading academic dishonesty also includes attempting to gain credit without attending or staying for the entire class. A student assisting another student in such actions is also guilty of academic dishonesty.



The examples above are not intended to be a full list of the types of academic dishonesty. The best advice is this: whenever in any doubt, consult the instructor.

### **Academic Dishonesty Procedures**

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. Faculty members must have evidence of academic dishonesty to issue an official warning or file formal charges. Such evidence need not be of the type that would hold up in a court of law. The evidence may consist of direct observation, reports from others, results from electronic plagiarism searches, or such other sources of information that the instructor deems to be reasonably reliable.

The academic dishonesty process begins with a conference attended by the instructor and the student involved. The instructor will explain the specific type of violation suspected, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student. In this conference, the instructor should also conscientiously listen to the student's position as well. The instructor should direct the student to this Policy on Academic Dishonesty so the student may understand their rights hereunder.

If, after two requests, and without a reasonable excuse, the student fails to meet with the instructor, or otherwise fails, without reasonable excuse, to participate in any stage of these procedures, then the instructor may sanction the student for failure to cooperate in an investigation into academic misconduct. Such sanctions include the following:

- Requirement to resubmit assignment or retake a test
- Lower grade on the assignment or test
- Failing grade on the assignment or test

Upon completion of the conference, the instructor may: (a) conclude that no irregularity occurred, in which case the process ends; (b) issue an Academic Dishonesty Official Warning Report ("warning" or "report"); or (c) initiate Formal Charges by filing an Academic Dishonesty Formal Charge Report.

The instructor's right to assign an appropriate grade on any assignment remains in effect.

### **Academic Dishonesty Official Warning Report**

The purpose of the Academic Dishonesty Official Warning Report is to provide the instructor with a more flexible way of addressing instances of academic dishonesty. In essence, the Official Warning creates a way of responding to relatively less severe infractions to complement the existing system for handling more serious infractions (see Formal Charges section below). Faculty should issue a Warning when, in their professional judgment, they deem it academically appropriate; typically, this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. A Warning would also be suitable in cases where the instructor determines that the student's actions, while unacceptable, were the result of ignorance rather than a deliberate effort to deceive. A Warning is also acceptable in other cases where faculty members who, in their professional judgment, believe that an act of academic dishonesty occurred, but that Formal Charges would actually be counterproductive under the circumstances.

Faculty intending to give the student an Official Warning must complete the Academic Dishonesty Official Warning Report. The Report should include details of the incident of academic dishonesty as alleged by the instructor (including copies of any documentation available), the student's position and the faculty member's rationale for not filing Formal Charges of academic dishonesty.

In the Official Warning Report the Instructor may propose (not impose) one or more of the following sanction(s)

- Grade reduction on assignment, from \_\_\_ to \_\_\_;
- "0" on assignment;
- Grade reduction for course, from \_\_\_ to \_\_\_;
- Course failure for academic dishonesty;
- Other specified sanction which must not be as severe as course failure

Students may plead "responsible" or "not responsible." If the student pleads "responsible" then the student has admitted the charge of academic dishonesty and accepted the sanction(s) recommended by the instructor. There is no appeal. In such cases the Official Warning Report may be used in future formal proceedings to prove both that the student had previously been warned and that the academic dishonesty alleged by the instructor actually occurred in that past instance.

If the student pleads "not responsible," then the student has denied the charge of academic dishonesty and refused to accept the proposed sanctions. No sanction shall be imposed. While such denials shall not constitute evidence of an act of academic dishonesty in that particular instance, the Warning Report may be used in future formal academic dishonesty proceedings as evidence that the student had previously been warned about certain conduct on the issue of the appropriate sanction.

No Warning, however, shall count as a student's First, Second, or Third Incident should a formal charge be filed at some future date. Because the student need not admit that the conduct alleged in a warning occurred, an Academic Dishonesty Official Warning is never appealable.

The Warning Report should be signed by both faculty member and student. The student's refusal to sign does not invalidate the Report, so long as the student was given the opportunity to sign and refused. The completed Official Warning Report should be filed with the Office of the Provost for Traditional Undergraduate (TUG) students and the Office of the Dean of Adult and Distance Education for Online Degree Completion Program (DCP) students within one week of the faculty member's conference with the student. It will become part of the student's confidential academic file. If the student has pled responsible and faculty member has assigned a grade of "FX", the office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP) will send an additional copy of the Academic Dishonesty Formal Charge Report to Registrar Services.

In cases where a student has already admitted to an earlier incident of academic dishonesty (either in an Official Warning Report or in an Academic Dishonesty Formal Charge Report), or has been found responsible for academic dishonesty based on Formal Charges (First or Second Incident), a Warning alone is not appropriate. In these cases, the Office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP) will contact the instructor issuing the Warning to inform him or her of the student's prior responsible outcome(s). The instructor must then file an Academic Dishonesty Formal Charges Report against the student and the procedures applicable to Formal Charge Reports (below) shall apply.

### **Academic Dishonesty Formal Charge Report**

Faculty should pursue formal charges when, in their professional judgment, they deem it academically appropriate; typically, this will be when a student engages in academic dishonesty on a relatively major assignment, or where the academic dishonesty affects a substantial portion of a larger assignment. Formal charges would also be appropriate in cases where the instructor determines that the student's actions, no matter how minor, constituted a deliberate effort to deceive.

Faculty will follow the procedures for investigation of the incident and the conference with the student (as described above under PROCEDURES FOR HANDLING CASES OF ACADEMIC DISHONESTY FOR UNDERGRADUATE STUDENTS). Faculty intending to pursue formal charges must complete the Academic Dishonesty Formal Charge Report. The Formal Charge Report should include details of the incident (including copies of any documentation available), the student's position and the faculty member's rationale for filing formal charges of academic dishonesty.

Subject to the student's right to appeal (see below) the Instructor may impose one or more of the following sanctions:

- Grade reduction on assignment, from \_\_\_ to \_\_\_;
- "0" on assignment;
- Grade reduction for course, from \_\_\_ to \_\_\_;
- Course failure for academic dishonesty;
- Other specified sanction which must not be as severe as course failure

Students may plead "responsible" or "not responsible." If the student pleads "responsible" then the student has admitted the formal charge of academic dishonesty and accepted the sanction(s) imposed by the instructor. The student has no right of appeal. In such cases the Formal Charge Report may be used in future formal proceedings to prove that the academic dishonesty alleged by the instructor actually occurred in this past instance.

If the student pleads "not responsible," then the student may file a notice of appeal (see below Hearing based on Student Appeal). If, however, the notice or appeal is late or fails to contain all the specified information, then the right of appeal is lost and the Academic Formal Charge Report is final and may not be further appealed. That is, the charges set forth on the Formal Charge Report will be imposed.

The Formal Charge Report should be signed by both faculty member and student. The student's refusal to sign does not invalidate the Report, so long as the student was given the opportunity to sign and refused. The completed Academic Dishonesty Formal Charge Report should be filed with the office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP). The filing should occur within one week of the faculty member's conference with the student. If the student has pled responsible, or fails to submit a valid notice of appeal, and the faculty member

had assigned a grade of “FX”, the office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP) will send an additional copy of the Academic Dishonesty Formal Charge Report to Registrar Services.

**Hearing based on Second or Third Incident**

Absent a student appeal (see below) the student’s plea of responsible and assignment of a penalty by the instructor constitute a final disposition of the Formal Charge unless the Provost (TUG) or the Dean of Adult and Distance Education (DCP) determine that the student has previously pleaded responsible to a formal charge or has been found responsible of a formal charge (“Second or Third Incident”). In that case, the Office of the Provost (TUG), or the Dean of Adult and Distance Education (DCP) will notify the Chair of the Academic Honor Court, who is the faculty representative to the Court appointed by the Chair of the Faculty for a three-year term. The Chair of the Academic Honor Court will convene a meeting of the Honor Court to determine whether additional sanctions should be imposed.

**Hearing based on Student Appeal of Formal Charge**

The Academic Honor Court will also be convened if:

- a. the student pleaded “not responsible” in response to a Formal Charge; and
- b. no later than 7 business days after receipt of the completed Formal Charge, the student files a written notice of appeal with the Office of the Provost (TUG), or the Dean of Adult and Distance Education (DCP); and
- c. the written notice (which may be supported with documentation) describes the student’s view of the incident and requested outcome; and
- d. from the face of the notice it appears that the student is pursuing one or more of the allowable grounds for appealing the charge (which are: inadequate or inaccurate evidence, material procedural irregularity, or excessive sanction(s)).

If a-d are satisfied the matter proceeds to hearing.

If a student who pled “not responsible” files a notice of appeal that fails to meet requirements b, c, and d above, then the Honor Court dismisses the appeal without proceeding with a hearing (which is a final decision), or, in the case of extenuating circumstances, the Honor Court may allow the student no more than 7 business days to correct their written notice. If the student then fails to timely fully correct the written notice, the Honor Court shall dismiss the appeal (which is a final decision). If the student timely corrects the notice of appeal, then the matter proceeds to hearing.

**Hearing Procedures**

The Traditional Undergraduate Academic Honor Court is composed of the following members or their alternate in case of a conflict of interest or unavailability:

**Honor Court Members**

- Faculty Representative (Chair)
- President of Alpha Chi
- SGA member appointed by SGA
- Dean, not of college where incident arose, appointed by the Provost
- Second Dean, not of college where incident arose, appointed by the Provost

**Alternates**

- Faculty Member appointed by Chair
- Vice President of Alpha Chi
- Alternate Member of SGA appointed by SGA
- Dean, not of college where incident arose, appointed by the Provost
- Dean, not of college where incident arose, appointed by the Provost

The hearing is informal and the rules applicable to courts of law do not apply. At the hearing, both the student and the faculty member may present evidence regarding the current charges. Students may have one person from within the University community appear on their behalf at the hearing. Members of the Academic Honor Court shall hear and decide the case objectively and based upon the presentation of evidence.

Note that for purposes of both the hearing and appeal a procedural irregularity is grounds for overturning the instructor’s Formal Charge only if it was “material.” This means that the irregularity was in fact the cause of an incorrect outcome. A procedural irregularity that did not negatively impact the outcome is not “material” and is insufficient to overturn the instructor’s Formal Charge.

The Academic Honor Court may either uphold or dismiss the faculty member’s charges. The Honor Court will provide a written decision to the parties involved.

Should the upholding of the faculty member’s charges constitute a Second or Third Incident, the Court shall levy additional sanctions accordingly (see below).

Should it uphold the faculty member’s charges in the absence of a Second or Third Incident, the Court may, in addition to the faculty member’s sanctions, impose one or more of the sanctions set forth below under the heading “First Incident”

Absent a timely appeal, the Honor Court’s decision is final.

**Sanctions Available to Honor Court**

**First Incident**

The sanction for a first incident may range from penalizing the student's grade on a specific assignment to assigning the student a failing grade for a course. Whenever a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the incident on the student's transcript.

### **Second Incident**

In addition to the Second Incident, the Academic Honor Court should consider the severity of the First Incident. Any student convicted of a Second Incident will receive no less than a failing grade for the course and placement of an FX on their transcript. Students responsible for any Second Incident will also be ineligible for academic honors. When the First and/or Second Incidents have been particularly serious, such as dishonesty on important exams, or major assignments, the Honor Court may suspend or expel the student.

### **Third Incident**

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

### **Appeal of Honor Court Decision**

The student or the faculty member may appeal the Honor Court's decision to the Provost, in writing, within 7 business days of receipt of the decision. The student's grounds for appeal are additional evidence unavailable at the time of the hearing, inadequate or inaccurate evidence, material procedural irregularity by the faculty member or Honor Court, or excessive sanction(s). A faculty member may appeal an Honor Court decision only on the grounds of material procedural violation by the Honor Court, or inadequate sanction(s). The Provost may meet with one or more of the persons involved, or decide the appeal based on the available written information, in the Provost's discretion. The Provost's decision is final.

The results of the Honor Court proceedings and any appeals will be filed with the Office of the Provost.

### **Academic Dishonesty Outcome Reporting**

In accordance with The Family Educational Rights and Privacy Act of 1974 ("FERPA") it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing, and any appeal thereof:

The accused student

The accused student's appeal advisor

The instructor bringing the charges

Members of the Academic Honor Court

The accused student's academic advisor

Registrar Services

Provost and Executive Vice President of the University (TUG)

Dean of Adult and Distance Education (DCP) (if a DCP student)

The accused student's academic file

The University reserves the right to notify any other University employee or office with a legitimate academic interest in the outcome.

### **Repeating Courses in which Academic Dishonesty Occurred**

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

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

## Student Guidelines, Expectations, and Rights

Gardner-Webb University is a community of students, faculty and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health, and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty, or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to ensure reasonable standards of conduct. The Code of Student Conduct describes expectations for student conduct as well as conduct the University will not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations, and expectations. The University assures fundamental fairness to any student accused of involvement in prohibited behavior. The Traditional Undergraduate Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online. Portions of the Handbook (student rights, responsibilities, and expectations) will be reviewed during new student orientation. Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco- and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes these policies and makes them available to each student.

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

3. 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.
4. Consistent with North Carolina Statute 14-269.2 banning weapons on campus, it is a violation of Gardner-Webb University policy to possess, store, carry, or use any weapon on the University Campus or at a curricular or extracurricular activity sponsored by the University, except as otherwise specifically provided by law.

## Transfer Credit Policies

According to the terms of the North Carolina Independent Comprehensive Articulation Agreement (ICAA), students applying to the Traditional Undergraduate Program who have earned an Associate in Arts or an Associate in Science degree from a North Carolina Community College are considered to have met Gardner-Webb's General Education requirements with the exception of Dimensions credit (four semesters) and the upper-division General Education requirements of RELI 300: Old Testament and RELI 301: New Testament. Credit for RELI 300 and/or 301 (p. 420) may be transferred as part of these students' community college coursework. Associate of Applied Science degree holders are not eligible for consideration under this provision.

Any student applying to Gardner-Webb's Traditional Undergraduate Program who has not earned an Associate in Arts or an Associate in Sciences from a North Carolina community college, but who has earned 60 hours of credit from a regionally accredited two- or four-year institution will have their transfer credits evaluated against the 44-hour minimum standard of General Education hours as established in the ICAA (visit the Gardner-Webb University website to view these General Education requirements). Students who are within six hours of meeting this standard may complete this six-hour deficiency in their first year of study at Gardner-Webb.

Some, though not most, major programs have specific Gardner-Webb General Education courses as requirements or prerequisites, a practice permitted under the ICAA. All transfer students are required to meet these Additional Requirements for Transfer Majors either by acceptable transfer credit or by earning credit for these courses at Gardner-Webb. These Additional Requirements for Transfer Majors area listed in the Catalog description of each individual major program's specific course requirements.

Students transferring credit from an accredited institution who have not received an associate's degree will have their credits evaluated using the following criteria.

1. Courses which correspond to a Gardner-Webb University General Education course or to a Universal General Education Transfer Component designated course under the North Carolina ICAA will receive appropriate credit for the course within the General Education curriculum.
2. Courses which are not eligible for consideration within the General Education curriculum will be evaluated for application to the student's major, minor, or as an elective course if the course is substantially similar to courses offered at Gardner-Webb.

Credits presented for transfer from a non-regionally accredited institution will be evaluated on a case-by-case basis and may require supplementary documentation for consideration. Supplementary documentation will usually consist of a copy of the syllabus, credentials of the instructor, and possibly evidence of student work.

*Note: Courses completed multiple times at prior institutions will only be counted once toward completion of a Gardner-Webb University degree, to the bottom/end of the Transfer Credit Policies section.*

### Transfer Credit from Two-Year Colleges Policy

Students transferring from accredited two-year colleges may transfer up to 60 credit hours. An additional 60 credit hours must be taken on the senior college level, with the final 30 credit hours for graduation taken at Gardner-Webb.

Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina Community College should see the Comprehensive Articulation Agreement (p. 51) section of this Catalog.

### Transfer Credit from Four-Year Colleges Policies

Students transferring from accredited four-year colleges may transfer up to 90 credit hours. For a bachelor's degree, the final 30 credit hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

All transfer work completed at an accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of "C" (2.0) or better, provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar Services staff member charged with this responsibility.

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

## Transfer Credit Appeals

Appeals of the evaluation of transfer credits for specific University course equivalencies or of whether transfer credits fulfill specific major or minor requirements are made by the student, in consultation with his/her advisor, to the University department/school that houses the specific course, major, or minor. In consultation with Registrar Services, the department chair or school dean makes the final decision on course equivalencies and on what meets the program's major and minor requirements. The decision of the chair/dean cannot be further appealed.

Students requesting to substitute transfer credits which have not been evaluated as equivalent to a specific University course that is designated as meeting a General Education requirement must appeal to the General Education Committee if they wish to have that transfer credit considered as meeting any General Education requirement. General Education Requirement Substitution Forms are available in WebbConnect. All decisions of the General Education Committee are final and cannot be further appealed.

### Transfer Credit Appeal for Non-Regionally Accredited Institutions

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

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

1. If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair or school dean for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFSA: Association of International Educators.
2. For coursework that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred.
  - a. Produce a syllabus for the course requested for transfer.



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

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

### Transfer Students Minimum Hours Policy

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

1. A transfer student must complete at least one-half of the major(s) at Gardner-Webb.
2. If selecting a minor, a transfer student must complete at least nine hours of the minor at Gardner-Webb.
3. Any student transferring from a two-year college must complete a minimum of 60 credit hours of subsequent study in senior colleges or universities.

### Transient Credit Policy

Transient credit is credit taken from another institution while a student is currently enrolled at Gardner-Webb (including summers). Students who wish to ensure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. The form is located in WebbConnect under the Registration link. This form must be submitted to Registrar Services no later than the last class day of the semester prior to the requested semester of study. Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit. Credit will not be accepted for

1. Students not in good academic standing (i.e., students on probation or suspension).
2. Students who attend institutions other than regionally accredited colleges or universities.
3. Students wishing to repeat a course in which a grade of "C-" or lower was made at Gardner-Webb. Once a course has been taken at Gardner-Webb, a student may not receive transfer credit to replace the course.
4. Students majoring in Biology and/or Chemistry taking a science course with an online lab.
5. Students taking a natural science course that has a two-course sequence where the first course has an online lab.

Gardner-Webb students are expected to complete the final semesters of their programs exclusively through Gardner-Webb. Therefore, students enrolled in the Associate of Science in Nursing program who have earned 48 hours credit or more, students enrolled in the Associate of Arts in Graphic Design program who have earned 42 hours credit or more, and students enrolled in BS or BA degree programs who have earned 90 hours credit or more are allowed to attempt to earn transient credit only in extraordinary circumstances. These circumstances must involve scheduling situations clearly beyond the student's control (e.g., a course is only offered at the same time as another required course or the course will not be offered before a student's anticipated graduation date). Requests involving General Education courses, which are offered regularly in multiple sections, will only be granted in exceedingly rare instances where the student can demonstrate that taking these courses earlier was not feasible and cannot be scheduled during their remaining semesters at Gardner-Webb. Students with credits beyond the aforementioned thresholds who desire to earn transient credit must submit a "Request to Waive Transient Credit Limitation" form, which requires the student to demonstrate clearly the extraordinary circumstances behind their waiver request. This form must be submitted to Registrar Services at least two weeks before the last class day of the semester prior to the requested semester of study. The form can be found in WebbConnect under the Registration link.

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

### Student Responsibility Policy

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

## TUG/DCP Status Change Policy

Students who desire an immediate transfer into the Online Undergraduate Education Program and who are in good academic standing, may under exceptional circumstances, appeal to the Readmission Review Committee. Special consideration will be given to students who wish to pursue an Online Program major not offered in the traditional program, as well as those who have relocated from the area and desire to pursue a distance program at Gardner-Webb University. Appeals will not be considered for students in the final 30 hours of their current program except in extreme circumstances. Students considering an appeal should contact the Advising Center for more information. Residential housing is not available to students in the Online Program (with the exception of the Hunt School of Nursing's RN to BSN program).

Additional information about the Online Undergraduate Education Program is available on the University website, [gardner-webb.edu](http://gardner-webb.edu), or in the (p. 175)applicable section (p. 175) of this catalog.

## Withdrawal Policies

### Withdrawal, Suspension, and Expulsion Policies

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is defined as suspension. Dismissal from school for an expulsion is permanent. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand. Any student withdrawing from school before the end of a term (up until the last day of classes) is required to complete and submit the online "Withdrawal Form for Traditional Undergraduate Students" in WebbConnect.

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

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

Any withdrawal will require reapplication. See Admissions (p. 71).

## Removal from Class

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student's conduct is distracting or disruptive to the educational environment in the classroom or online environment, the instructor may request the disruptive student to leave the class immediately. Such students may not return to the classroom or online environment until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The instructor reserves the right to inform the Dean of Students. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Student Conduct, the student's final grade will follow the grading period for a "W" or a "WP/WF," depending on the date of the dismissal.

In the event that a student refuses to remove him/herself upon request, the instructor should contact University Police immediately. A University Police Officer will then escort the disruptive student to the Office of the Vice President of Student Development and Dean of Students for possible disciplinary action.

## Medical Withdrawal Policy

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A request for a medical withdrawal must be submitted prior to the beginning of final exams for the semester in which the medical withdrawal is desired. A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student's medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook, and accreditation requirements at the time of the student's return will apply.

Any appeal for a retroactive medical withdrawal must be initiated by the end of the next Fall or Spring semester. Documentation for these appeals includes the same materials required for other medical withdrawal requests but must also include an explanation as to why the medical withdrawal request could not have been made by the normal deadline (i.e., by the beginning of final exams for the semester in which the medical withdrawal is desired).

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the University. This documentation should follow the same format as above.

### Readmission of Former Students

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet the curricular requirements of the current Catalog in the academic year of their return.

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

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

Students on suspension or probation may attend summer study at Gardner-Webb University in order to improve academic standing.

All University holds must be cleared before acceptance for readmission. These may include academic, Student Accounts, or Financial Aid holds. The student will receive an acceptance letter for readmission.

### Leave of Absence Policy

The Leave of Absence Policy is designed for students who have had significant life circumstances impact their ability to maintain good academic standing and who may need to take a break from their current academic coursework (e.g., illness of family member, personal illness, significant financial distress or life-changing circumstances).

Traditional degree-seeking undergraduate students who will not be registered for Gardner-Webb University academic credit during a given semester (fall/spring) may apply for a leave of absence. A leave of absence is approved when there are extenuating circumstances that prevent the student from attending classes. Listed below are typical reasons a student would request a leave of absence.

1. Students who have officially withdrawn from semester courses but plan to resume their education at Gardner-Webb University within two years;
2. Students who obtain credit while on a leave from another institution in conjunction with a Gardner-Webb University program (transfer credit will be reviewed by the appropriate Gardner-Webb University personnel for possible credit);
3. Students who, for other reasons, will not be registered at Gardner-Webb University for a semester or more;

Institutional forms of financial aid will be renewed at the same level upon return provided students meet the standard renewal requirements (GPA, application renewals, etc.). Federal and State financial aid will be determined as a result of the completion of the Free Application for Federal Student Aid.

Students must be otherwise in good academic, student conduct, and financial standing. All program admission requirements, programmatic and degree requirements, departmental student handbook and accreditation requirements, at the time of student's return, will apply. Policy may be appealed under certain circumstances.

Upon formal approval of the leave, a specific termination date by which a student must either re-enroll or request an extension is assigned. An extension of the approved leave of absence can be applied for by emailing the Office of Retention at [retention@gardner-webb.edu](mailto:retention@gardner-webb.edu) with a request for the amount of additional time needed. A leave of absence, including extensions, is not given for more than two years during the time a student is pursuing an undergraduate degree. A student who does not re-enroll by the end of the approved leave of absence is considered to have voluntarily withdrawn from the University. The maximum of two years allowed on leave of absence applies even when those semesters are not consecutive.

Forms requesting a leave of absence are available online; the student must then obtain the signatures of the Student Accounts Office and the Advising Center, and a meeting with the Office of Retention is required.

### Military Deployment Policy

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of “W” or “WP” will be issued for the course(s) for the student’s academic record for the semester, regardless of the student’s current grade in the course(s). If a student is deployed toward the end of a semester, but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting an “Incomplete.” The Student Accounts Office will give special consideration to student bills when there is a military deployment related withdrawal. A copy of the student’s military deployment orders is required.

### Deceased Student Policy

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

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

## Academic Support Services and

## Programs

### Academic Advising

The Academic Advising Center is an integral part of the division of Student Success. The Student Success Center, which houses Academic Advising, is located in the Tucker Student Center on the third floor. Academic Advising assists in academic planning and the selection of majors and minors. Services provided by Traditional Undergraduate Advising include first-semester registration of all new students (freshmen and transfer), academic reporting, assignment of advisors, and academic counseling for students seeking to maintain or achieve a specific grade point average. The Academic Advising Center also provides advisement services in the absence of the primary advisor.

Upon entering Gardner-Webb University, all traditional undergraduate students are assigned an Academic Advisor and Student Success Coach from the Student Success Division. Students are encouraged to view the advising relationship as a partnership for success. Students may choose to submit an official declaration of major at any point. After an official declaration of a student’s major has been processed, the student will be assigned to a faculty advisor in the department/school of their chosen field of study. Transfer students are encouraged to officially declare a major before or during their first semester of study at Gardner-Webb University. The Student Success Coach will remain with the student and continue the advising relationship until the student completes undergraduate work at Gardner-Webb University.

First-year students seeking a bachelor’s degree are enrolled in a First-Year program course (UNIV 101 or UNIV 111). A traditional first-year student is an individual that is entering college within a one-to-three year span after graduating from a high school program. An advanced first-year student (eg., early college high school) is one who has completed high school and college-level studies concurrently. All first-year students are required to take UNIV 111/UNIV101 regardless of AP credit or advanced first-year status in their first semester of enrollment at Gardner-Webb University. Students with more than fifteen hours of transfer work (from non-AP/dual enrollment credit) are not required to take UNIV 111/UNIV 101.

### New Student Orientation

Orientation provides students a glimpse in to the upcoming college experience. Students are given information to assist them during the transition from home to their “new home away from home.” The New Student Orientation program allows new incoming students to meet with other Gardner-Webb students who can answer questions about life at Gardner-Webb. They will participate in activities that will provide an opportunity to meet other new students and become acquainted with the Gardner-Webb community.

## Noel Center for Disability Resources

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by following the instructions on the Noel Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training, and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

## 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 and include 172,000 print books, nearly 12,000 bound periodicals, and many other materials such as DVDs, CDs, and computer files. The Library has access to over 600,000 eBooks, nearly 150,000 journal titles in 150+ electronic databases, 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. The University Archives features the Fay Webb Gardner Papers, the Kings Mountain Baptist Association records, and University and local church ephemera. The Digital Commons holds digitized copies of archival materials as well as faculty and student scholarship.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone, or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's homepage, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to our online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for their WebbConnect username and password in order to access the Library's subscription databases.

## Peer Tutoring

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

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

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

## Retention

As a member of the Student Success Division, the Office of Retention assists with helping students thrive. The Office of Retention also facilitates the Leave of Absence process when students need to take some time off from college. When students are facing challenges in any area, they are encouraged to contact the Office of Retention by telephone, e-mail, or in person. The office is located on the third floor (Student Success Suite, Room 342), of Tucker Student Center.

## Service Learning

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

## Study Abroad

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

Semester and summer study abroad is currently possible at universities in Malta, Spain, Sweden, Germany, The Netherlands, Costa Rica, Greece, and Canada (French-speaking). Students can also participate in international mission experiences. Honors students may attend special Honors programs that take place abroad. Through the Office of International Programs, students may also arrange to study at foreign universities other than those mentioned above.

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

## Undergraduate Research

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

## University Writing Center

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

## Christian Life and Service

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

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

## Army Reserve Officers Training Corps (ROTC)

Mr. Michael Meissner, Director  
Instructor of Military Science  
(704) 406-4427  
109 Dover Chapel

In addition to the many opportunities available to an officer in the United States Army, ROTC provides world-class leadership training applicable to corporate, executive, and governmental leadership positions. Gardner-Webb offers Army ROTC in cooperation with the University of North Carolina at Charlotte. Freshman, sophomore, and junior military science coursework is offered on the Gardner-Webb campus. Senior level military science coursework, along with periodic training exercises, is offered on the UNC Charlotte campus. There are no additional tuition charges for those participating in the activities on the UNC Charlotte campus although students should provide their own transportation.

After successful completion of the first two years of military science coursework (in exceptional cases, only one year may be required), achieving a competitive GPA, and earning mandated physical training scores, Gardner-Webb students may compete for an Army ROTC Scholarship which will cover the recipient's tuition and fees. In addition, Gardner-Webb will waive room and board charges for recipients of ROTC Scholarships. Other benefits, including monthly stipends and book allotments, also accrue to those attending Gardner-Webb on ROTC scholarships. Students who receive these scholarships contract with the Army for a specific term of military service as an officer. Any Gardner-Webb student may take ROTC courses without military obligation even if he/she does not contract with the Army for an ROTC scholarship. Students who successfully complete the specified junior- and senior-level military science courses may elect to receive a minor in military science. The Military Science minor (p. 114) is housed in the Department of Public Service.

Students interested in ROTC should contact Mr. Meissner at 704-406-4427 or Gardner-Webb's Undergraduate Admissions Office at 704-406-4496.

### Goals

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

### Military Science Minor Courses

MSCI 311 (p. 398), MSCI 311L (p. 398), MSCI 312 (p. 398), MSCI 312L (p. 398), MSCI 330 (p. 398), MSCI 411 (p. 398), MSCI 411L (p. 398), MSCI 412 (p. 398) (18 hours)

Proper credit for any of the following cross-listed courses can be used to satisfy the Military History requirement of the Military Science minor that is normally filled by MSCI 330: American Military History.

HIST 318 (p. 387)/MSCI 318 Civil War and Reconstruction

HIST 383 (p. 388)/MSCI 383 The Second World War

HIST 431 (p. 388)/MSCI 431 Special Topics in American History - Vietnam

## Air Force Reserve Officers Training Corps (AFROTC)

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

## First-Year Programs

### Mission Statement

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

### Student Learning Outcomes

1. Develop skill in critical and creative reasoning;
2. Utilize skills in clear and effective communication;
3. Demonstrate proficiency in navigation of Blackboard and usage of integrated applications;
4. Participate effectively as a team member within a service-learning activity; and
5. Identify and discuss self-assessment and skill development with regards to academics and employability.

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

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

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

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

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

## University Honors Program

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

### Mission Statement

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

### Goals

To provide:

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

### Honors Program Curriculum

A student may be identified as an "Honors Program Graduate" after meeting graduation requirements in an academic department/school of the University and meeting the requirements of the University Honors Program. The University Honors Program requires the completion of a minimum of twenty-four hours of coursework designated as "Honors." Fifteen hours of coursework should be completed in the first two years of study. Honors courses in the first two years may be selected from Honors sections of General Education offerings, special courses which are offered on an occasional or "on-demand" basis for Honors students, or through "Honors Contracts" with faculty teaching regular sections of the college's overall curriculum.

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

To receive "Honors Program" recognition during Commencement exercises, a student must meet the following requirements.

1. Maintain at least a 3.0 GPA;
2. Successfully complete a minimum of 24 hours in Honors courses including HONR 395, HONR 400, and HONR 401;
3. Initiate, prepare, present, and defend a senior HONORS thesis of at least 40 pages in length. English majors intending to graduate with Honors recognition must complete a minimum of 27 hours in Honors courses in addition to ENGL 391/ENGL 491. ENGL 391/ENGL 491 substitutes for HONR 400/HONR 401.
4. Complete a minimum of 80 hours of community service which contributes to the welfare of the community; and
5. Receive the recommendation of the Honors Committee.

## Admissions

### Admission Procedures

Gardner-Webb University operates on a rolling admissions plan. Completed applications are acted upon and notification is made to the student within three weeks. Gardner-Webb University maintains that minimums of 2.5 GPA, 18 ACT, and/or a 950 SAT (Critical Reading and Math), and a rank in the top 50% of the high school graduating class are baselines for academic success. In addition to quantitative requirements for admission, Gardner-Webb University accepts students with strong character, leadership ability, and the desire to be a positive influence in the campus community. No single criterion will be decisive, but each item will be considered carefully as admissions decisions are made. In the case of transfer students, previous college work will serve as the criteria for acceptance.

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



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

Applicants must meet the University's standards as to intellectual promise and emotional and social stability. Gardner-Webb University is committed to its responsibility as a liberal arts university within the context of the Christian faith to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Due to the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

Although a fixed pattern of high school credits is not prescribed, the following minimum course distribution is recommended as the best preparation for academic work at Gardner-Webb University: English, 4 units; Social Science, 2 units; Algebra, 2 units; Geometry, 1 unit; World Language, 2 units; Natural Science, 2 units; plus electives.

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

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

## Entrance Examinations

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

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

## Non-Degree-Seeking Students

Gardner-Webb University admits a limited number of non-degree-seeking students. They include:

1. Persons who wish to take only private music lessons. Such applicants are admitted if instructors in the School of Performing and Visual Arts are able to schedule lessons for them.

2. Persons 21 years of age or older who are not high school graduates or degree candidates but wish to take classwork. Such persons are accepted on the basis of maturity and background sufficient to do the classwork desired.
3. College graduates who are interested in further study.
4. High school students who wish to take classwork on the Gardner-Webb campus prior to and during their senior year.
5. High school students who wish to enter Gardner-Webb at the end of their junior year may submit an application for consideration for early admission. Students must obtain approval from their local school authority (i.e., school board, principal, etc.) to count their freshman year requirements at Gardner-Webb toward their graduation requirements from high school.

Credit awarded to non-degree-seeking students will be recorded on a University transcript.

## Homeschool Students

Homeschool students should submit a transcript showing courses taken, grades, extracurricular activities, and out-of-classroom experiences. The transcript must indicate the program or programs used in instruction. Homeschool students are required to submit their scores on the SAT of the College Entrance Examination Board (school code 5242) or the ACT of The American College Testing Program (school code 3102). Scores should be sent directly to Gardner-Webb University. If courses were taken at a community college or college/university, transcripts must be submitted.

## Transient Students

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

## International Students

In addition to the standard admissions/application procedures, international applicants must complete the steps listed below in order to be considered for admission to Gardner-Webb University.

1. Proof of English proficiency in reading and writing must be provided. Test results from the following are accepted.
  - a. Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), 173 (computer-based), or 61 (internet-based).
  - b. International English Language Test System (IELTS) with a minimum score of 5.0.

- c. SAT or ACT scores may be used in lieu of TOEFL or IELTS with minimum scores met.
- 2. All high school transcripts must be translated into English. Please contact [visit@gardner-webb.edu](mailto:visit@gardner-webb.edu) for specific information and requirements. This must be done prior to enrollment to Gardner-Webb.
- 3. Transcripts of college credit received from institutions outside the United States must first be submitted to World Education Services, Inc. (WES) or an approved similar evaluator service for a course-by-course evaluation before being submitted. Please contact [visit@gardner-webb.edu](mailto:visit@gardner-webb.edu) for a complete list of evaluators. This must be done prior to enrollment at Gardner-Webb.

In addition to the items listed above, international applicants planning to study in the United States must submit the following documentation.

1. Passport - A copy of a current passport is required as part of the admissions material.
2. Visa Status - A copy of any current U.S. visa must be provided.
3. Documents to Show Financial Responsibility - A copy of the most recent bank statement showing sufficient balance to cover financial support for the first year of school is required. This can be the bank account of the prospective student, a family member, or other.
4. International Student Information Form - Please submit this completed form with other admissions materials in order for the University to issue a Form I-20. The Form I-20 is necessary for an international applicant to apply for a student visa at the appropriate U.S. embassy or consulate.
5. International Students Transferring from Another U.S. Institution - Please submit the International Student Transfer Form, in addition to the International Student Information Form. Also, please submit copies of your current Form I-94, current Form I-20, and current student travel visa.

Additional information and international student forms may be obtained by emailing [visit@gardner-webb.edu](mailto:visit@gardner-webb.edu).

## Second Baccalaureate Degree

A student who completes requirements for more than one major graduates from the University with only one baccalaureate degree. The diploma will show "Bachelor of Arts" or "Bachelor of Science" depending upon the area of the primary major. Students who return for further study at the baccalaureate level may add additional courses to their transcript or receive recognition for an additional major.

Normally, a student who wishes to pursue further study after receiving a baccalaureate degree will do so at the master's or doctoral level. As an exception to this rule, a student may wish to pursue a second baccalaureate degree in a different field in order to qualify for a particular certificate or license for which the bachelor's degree is the gateway credential. Students with a prior baccalaureate degree, whether from Gardner-Webb or another institution, may apply to the Accelerated Bachelor of Science in Nursing (ABSN) program and upon acceptance and successful completion, receive a second baccalaureate degree. Applications for admission into other baccalaureate programs by degree-seeking students who already hold a bachelor's degree will require the approval of the Vice President for Enrollment Management and the Educational Policies and Standards Committee.

## Financial Information

### Financial Aid

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

Gardner-Webb University admits students of any race, color, nationality, 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, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, or other school-administered programs.

### Need-Based Financial Aid

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

There is no charge to apply, and the FAFSA can be completed at the following website: [www.fafsa.gov](http://www.fafsa.gov). The application can be done beginning October 1 preceding the year the student plans to attend college. Once the FAFSA has been submitted by the student, a copy of the results are provided to each college listed on the form. Gardner-Webb's school code is 002929. Gardner-Webb will receive the application electronically, and a financial aid award will be prepared once the student has been admitted. The student will receive an award notification e-mail at their Gardner-Webb e-mail address. The award information is provided via Gardner-Webb's secure online portal called WebbConnect. (Each student is given a username and password upon admission to the University.) Any scholarship aid awarded to the student from Gardner-Webb will be included in the financial-aid package.

### Federal Assistance Programs

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

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

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

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

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

### State Assistance Programs

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

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

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs.

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

### Gardner-Webb University Scholarship Programs

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

#### Competitive Scholarships

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

#### Tucker Heart, Soul, Mind, and Strength Scholarships

The Tucker Heart, Soul, Mind, and Strength Scholarship will be awarded to one deserving student who exemplifies the attributes highlighted in Mark 12:30. Each year, a full-ride scholarship will be awarded to one student who stands apart from other applicants by the depth of his/her character, faith, and service-driven life. The recipient will be required to demonstrate how he/she can thrive in the challenges of Gardner-Webb's academic environment and graduate prepared to live out the University's motto making a difference for God and humanity.

#### Ignite Excellence Scholarships

Each year eight students are chosen to receive a full-tuition scholarship valued at \$31,220 per academic year, for eight consecutive semesters, provided the recipient is enrolled full-time, maintains a cumulative institutional grade point average of 3.5, resides on campus, and continues to demonstrate a strong leadership ability and commitment to service.

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

### Honors Scholarship

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

### Ignite Excellence Participation Award

Each student who interviewed for the Ignite Excellence scholarships but was not awarded one of the eight full-tuition scholarships will be awarded a \$2,000 participation scholarship. The award will be honored for eight consecutive semesters. The award will not cover costs for additional credits taken or summer-school charges.

### Institutional Scholarships and Grants

Gardner-Webb University offers the following Institutional Scholarships and Grants.

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

These scholarships range from \$5,000-\$18,000 depending on the student's academic profile.

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

Associate of Science in Nursing students transitioning from the Traditional Undergraduate Program into the Online Undergraduate Education BSN program will have any institutional aid prorated based on the percentage of tuition which is covered by their current institutional aid. For example:

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

$$\$10,000 \div \$31,220 = 32\%$$

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

$$32\% \times \$5,376 \text{ (12 hrs. @ } \$448/\text{hr.)} = \$1,721$$

### Performance-Based Scholarships

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

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

**Marching Band Scholarships** are awarded by the Band Director and shared with the Financial Planning Office. The award amount is \$1,000 and is based on participation in the band. Scholarships are renewed provided participation continues each year.

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

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

## Other Gardner-Webb Scholarships

The **Luther Butler Scholarship** is awarded to selected students who are members of North Carolina Baptist churches cooperating with the North Carolina Baptist State Convention (NCBSC). The funds are awarded and provided by the NCBSC. A separate online application must be completed prior to February 15, and a new application must be submitted each year.

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

**Church Matching Scholarships** are awarded to traditional undergraduate students, who receive a scholarship from any Christian church. To those traditional undergraduate students submitting the application on or before May 1, Gardner-Webb will match a scholarship from a Christian church—dollar for dollar—up to the cost of tuition. The Church-Matching Scholarship will stack on top of other institutional aid.

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

**Ministerial Board of Associates Scholarships** are awarded based on the recommendation of a member of the Ministerial Board of Associates. The application deadline is May 1, and this is for new and/or transfer students. The award amount is \$250 per year and will be renewed for three years. (The application is available from the Financial Planning webpage.)

**Minister's Dependent Scholarships** are awarded to a dependent student of a full-time minister of a church or an ordained, full-time employee of a church-related agency. The application deadline is May 1, and the award amount is \$5,500.

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

## Scholarship Maintenance

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

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

|                          |     |
|--------------------------|-----|
| Trustee Scholarship      | 3.2 |
| Presidential Scholarship | 3.0 |
| Provost Scholarship      | 3.0 |
| Dean's Scholarship       | 2.8 |
| Achievement Scholarship  | 2.8 |
| Gardner-Webb Scholarship | 2.8 |

\*Nursing students must remain in good standing in the Nursing program in lieu of the above stated GPAs to retain scholarship funds.

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

## Expenses

### Tuition for the 2021-2022 Academic Year

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

| Item                             | Per Semester |
|----------------------------------|--------------|
| Tuition (10-18 hours)            | \$15,610     |
| Room: Traditional Dorm*          | \$2,705      |
| Suite-style Apartment*           | \$2,705      |
| Private Bedroom Apartment        | \$4,310      |
| Board: See Board Plan Options    |              |
| Part-Time/Overload               | \$496/hour   |
| Digital Learning Fee             | \$75         |
| Residence Hall Security Deposit  | \$150        |
| Dorm Damage Deposit (refundable) | \$100        |
| Residential Amenities Fee        | \$195        |
| Student Activities Fee           | \$170        |
| Student Health Clinic Fee        | \$125        |

\*Students desiring a private room (when available) in a traditional dorm or suite-style apartment will be charged an additional amount of \$880 per semester.

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

### Music Fees

| Item   | Per Semester |
|--|--------------|
| Private Lessons - Organ, Piano, Instruments, Voice |              |
| One lesson (1/2 hour) per week, 1 hour credit      | \$412        |
| Two lessons (1 hour) per week, 2 hours credit      | \$721        |

### Miscellaneous Academic Fees

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$30 to \$911. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (i.e., laboratory materials, database licenses, background checks, etc.) as well as indirect expenses associated with a particular class.

### Part-Time Enrollment

Traditional Undergraduate Program Tuition \$496/hour (no more than nine hours per semester)

This reduced rate is available to students who enroll in nine hours or less. Students who enroll for 10 or 11 hours in a semester are also considered part-time (for financial aid, residence life, and other purposes), but do not qualify for the reduced hourly rate.

### Undergraduate Continuing Education

Undergraduate Program Continuing Education Tuition \$399/hour

Students must hold a completed bachelor's degree from an accredited/approved institution to qualify for this rate. Official transcripts must be provided to Registrar Services. The exception to this rate is tuition for the Associate of Science in Nursing program. All students pursuing an ASN degree will be charged the applicable (full- or part-time) traditional undergraduate tuition rate as reflected here (p. 76).

### Common Miscellaneous Fees

|                                      |          |
|--------------------------------------|----------|
| Audit (per course)                   | \$225.00 |
| Auto Registration (annual)           | \$150.00 |
| Credit by Exam (per credit hour)     | \$150.00 |
| Graduation Fee                       | \$150.00 |
| International Student Processing Fee | \$150.00 |
| Late Graduation Fee                  | \$50.00  |
| New Student Orientation Fee          | \$125.00 |
| Non-Sufficient Funds/Returned Check  | \$25.00  |
| Replacement Student ID Card          | \$10.00  |
| Textbooks (estimated per semester)   | \$750.00 |
| Transcript Fee                       | \$15.00  |
| Transient Credit (per course)        | \$145.00 |
| Tuition Late Payment Fee             | \$60.00  |
| Tuition Non-Payment Fee              | \$110.00 |

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

### Book Expenses

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

## Costs Covered by Tuition

Included in tuition are the costs for registration, use of the library, use of recreation facilities, admission to home athletic events, student publications, post office box rental, and 10 to 18.5 credit hours of work. Additional academic fees may be charged based on the program of study due to the unique requirements of the program (e.g., laboratory work, clinical experience, etc.). Additional costs apply for study-abroad courses. Personal expenses will vary depending on the individual student.

## Schedule of Payment

### Advance Deposit

An enrollment deposit of \$150 and a Room Reservation Deposit of \$150 for new residential students or an Advance Enrollment Deposit of \$150 for new commuting students is due within 30 days of being accepted. The Room Reservation Deposit for new residential students or the Advance Enrollment Deposit for new commuter students is non-refundable after May 1 for fall enrollment and November 1 for spring enrollment.

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

### Balance of the Account

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

### Deferred Payment Plan

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

## Employer Paid Tuition

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

## Veterans Benefits

An individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill, benefits is permitted to attend or participate in a course of study during the period beginning on the date the individual provides to the educational institution a VA certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the following date (whichever comes first):

1. The date on which payment from VA is made to the institution.
2. Ninety days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Gardner-Webb University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities due to a delay in VA funding disbursement under Chapter 31 or 33. Likewise, a student is not required to borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

## Charge Reduction Policy

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

Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the schedule modification period will not receive a charge reduction. For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

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

### Room and Board Reductions

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

### Delinquent Student Accounts

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

## College of Arts and Sciences

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

The College is made up of the following academic units.

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

### Department of Art

Department Chair: D. Knotts

#### Faculty

Professors: S. Bell, D. Knotts  
Assistant Professor: P. Casper

#### Mission Statement

We believe that visual arts education is important in a world driven by visual persuasion. Our goal is to provide professional visual arts education to Gardner-Webb University students within the context of a well-rounded liberal arts education. We will educate our students in our common Western artistic and cultural heritage.

Furthermore, we seek to broaden and expand the enthusiasm and intellectual depth of our students through exposure, education, and understanding of non-Western cultures, and their artistic contributions and heritage, in keeping with our philosophy of a liberal arts education.



The Department of Art will develop the artistic skills and abilities of our students, celebrate their growth as individuals, as artists, and as art educators. We will train our students in the history, exhibition, teaching, composition, business, and creation of art while upholding strong Christian values and ethics that hold a high regard for the dignity and worth of all people.

### Major Fields of Study

Bachelor of Art  
Bachelor of Fine Art

### Minor Fields of Study

Studio Art  
Art History

### Major Fields of Study Detail

The Department offers two concentrations for BA in Art and BFA students. The Two-Dimensional concentration includes additional studio classes in drawing, painting, figure drawing, and printmaking. The Three-Dimensional concentration includes additional studio classes in ceramics and sculpture.

The following additional graduation requirements are required for BA and BFA art majors and second majors in Art.

- Pass a comprehensive art history slide identification exam with an average grade of “C” or better during, or before, the senior year of study.
- Pass a foundation portfolio review with an average grade of “C” or better during, or before, the senior year of study.
- Participate in one all-studio critique each year.
- Attend four art department events per year.

BA and BFA art majors must also:

- Exhibit individual selections of their work during both the junior and senior years of study and write a critical essay in defense of the work for the junior exhibit, and write, present, and publish a creative thesis defending the work for the senior exhibit.
- BA and BFA Art Majors must mount a senior show. The work must exhibit a concentrated focus in technique, style, or content in order to achieve unity. A written thesis about the work is required. Seniors must participate in capstone courses to guide their progress through this requirement.
- Formulate and present a digital slide portfolio, actual work portfolio, and résumé.

Second Majors in Studio Arts must also:

- Mount an exhibit of the strongest body of work created during or before the senior year of study.

Second Majors in Art History must also:

- Complete and present an independent research paper in art history.

Minors in Studio Arts must:

- Pass a comprehensive art history slide identification exam with an average grade of “C” or better during, or before, their senior year of study.
- Pass a foundation portfolio review the senior year (before graduation).
- Mount an exhibit of a body of work before or during the senior of study.

Minors in Art History must:

- Pass a comprehensive art history slide identification exam with an average grade of “C” or better during, or before, their senior year of study.
- Exhibit and portfolio requirements are detailed in the Art Student Handbook.

### Art, Bachelor of Arts

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 50          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 50          |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE        |

### Student Learning Outcomes

1. Students will demonstrate through formal and verbal critiques, research papers, and theses of their work and the work of classmates that they have knowledge and understanding of art history and contemporary studio practice and that they can build upon the foundation of artwork and ideas of earlier generations of art practice;
2. Students will be able to use the elements and principles of design as tools for creating and understanding artwork;
3. Students will understand the underlying meaning of the art that they create. They will be able to address issues of content, materials, and design;
4. Students will be able to work safely in studio practice.
5. Students will advocate and share their knowledge about art and will understand how art practice can fit into the world. Students will learn how to exhibit, promote, and manage their production of art; and
6. Students will be able to create a cohesive exhibit of work.

### Program Requirements

#### Required Major Hours (11 hours)

|          |                   |   |
|----------|-------------------|---|
| ARTS 120 | Art History I     | 3 |
| ARTS 125 | Art History II    | 3 |
| ARTS 410 | Senior Seminar I  | 2 |
| ARTS 413 | Senior Seminar II | 1 |

|          |                       |   |
|----------|-----------------------|---|
| ARTS 424 | Senior Exhibitions I  | 1 |
| ARTS 426 | Senior Exhibitions II | 1 |

**Elective (3 hours)**

|          |                          |   |
|----------|--------------------------|---|
| ARTS 140 | 19th Century Art History | 3 |
| ARTS 145 | 20th Century Art History | 3 |
| ARTS 306 | African American Art     | 3 |
| ARTS 416 | Topics in Art History    | 3 |

**Foundation Studio (36 hours)**

|          |                                      |    |
|----------|--------------------------------------|----|
| ARTS 200 | Two Dimensional Design               | 3  |
| ARTS 210 | Drawing I                            | 3  |
| ARTS 220 | Three-Dimensional Design - Design II | 3  |
| ARTS 250 | Ceramics I                           | 3  |
| ARTS 260 | Painting I                           | 3  |
| ARTS 280 | Printmaking I                        | 3  |
| ARTS 290 | Sculpture I                          | 3  |
| ARTS 341 | Figure Drawing I                     | 3  |
|          | Electives at or above the 300 level* | 12 |

\*Nine hours must be taken from one studio sequence.

Total Credit Hours: 50

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement and majoring in a field of study offered by the Art Department must meet portfolio and exhibition requirements.

**Art, Bachelor of Fine Arts**

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 65          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 65          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: | NONE        |

**Student Learning Outcomes**

1. Students will demonstrate through formal and verbal critiques, research papers, and theses of their work and the work of classmates that they have knowledge and understanding of art history and contemporary studio practice and that they can build upon the foundation of artwork and ideas of earlier generations of art practice;
2. Students will be able to use the elements and principles of design as tools for creating and understanding artwork;
3. Students will understand the underlying meaning of the art that they create. They will be able to address issues of content, materials, and design;
4. Students will be able to work safely in studio practice.

5. Students will advocate and share their knowledge about art and will understand how art practice can fit into the world. Students will learn how to exhibit, promote, and manage their production of art; and
6. Students will be able to create a cohesive exhibit of work.

**Program Requirements**

**Required Major Hours (11 hours)**

|          |                       |   |
|----------|-----------------------|---|
| ARTS 120 | Art History I         | 3 |
| ARTS 125 | Art History II        | 3 |
| ARTS 410 | Senior Seminar I      | 2 |
| ARTS 413 | Senior Seminar II     | 1 |
| ARTS 424 | Senior Exhibitions I  | 1 |
| ARTS 426 | Senior Exhibitions II | 1 |

**Electives (6 hours)**

|          |                          |   |
|----------|--------------------------|---|
| ARTS 140 | 19th Century Art History | 3 |
| ARTS 145 | 20th Century Art History | 3 |
| ARTS 306 | African American Art     | 3 |
| ARTS 416 | Topics in Art History    | 3 |

**Foundation Studio (48 hours)**

|          |                                      |    |
|----------|--------------------------------------|----|
| ARTS 200 | Two Dimensional Design               | 3  |
| ARTS 210 | Drawing I                            | 3  |
| ARTS 220 | Three-Dimensional Design - Design II | 3  |
| ARTS 250 | Ceramics I                           | 3  |
| ARTS 260 | Painting I                           | 3  |
| ARTS 280 | Printmaking I                        | 3  |
| ARTS 290 | Sculpture I                          | 3  |
| ARTS 341 | Figure Drawing I                     | 3  |
|          | Electives at or above the 300 level* | 24 |

\*Electives must be completed prior to or concurrently with required 300-level courses; 15 hours must be taken from one studio concentration sequence and the remaining nine hours from outside of the concentration.

Total Credit Hours: 65

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement and majoring in a field of study offered by the Art Department must meet portfolio and exhibition requirements.

**Art History Minor**

**Required Courses (6 hours)**

|          |                |   |
|----------|----------------|---|
| ARTS 120 | Art History I  | 3 |
| ARTS 125 | Art History II | 3 |

**Elective (3 hours)**

Choose one of the following.

|          |                        |   |
|----------|------------------------|---|
| ARTS 200 | Two Dimensional Design | 3 |
| ARTS 210 | Drawing I              | 3 |

**Elective (3 hours)**

Choose one of the following.

|          |                                      |   |
|----------|--------------------------------------|---|
| ARTS 220 | Three-Dimensional Design - Design II | 3 |
| ARTS 250 | Ceramics I                           | 3 |
| ARTS 290 | Sculpture I                          | 3 |

**Elective (6 hours)**

Choose two of the following.

|          |                          |   |
|----------|--------------------------|---|
| ARTS 140 | 19th Century Art History | 3 |
| ARTS 145 | 20th Century Art History | 3 |
| ARTS 306 | African American Art     | 3 |
| ARTS 416 | Topics in Art History    | 3 |

An art thesis is also required.

Total Credit Hours: 18

**Studio Arts Minor**

The minor in Studio Art requires the exhibit of a body of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by the Art faculty one semester prior to the planned exhibit. The exhibit can be scheduled as soon as the minor is completed, or during the senior year, whichever comes first. Refer to the exhibit requirements handout for Art minors, available from faculty, for required information and procedures.

**Elective (3 hours)**

Choose one of the following.

|          |                        |   |
|----------|------------------------|---|
| ARTS 200 | Two Dimensional Design | 3 |
| ARTS 210 | Drawing I              | 3 |

**Elective (3 hours)**

Choose one of the following.

|          |             |   |
|----------|-------------|---|
| ARTS 250 | Ceramics I  | 3 |
| ARTS 290 | Sculpture I | 3 |

**Electives (9 hours)**

Choose three of the following.

|          |                   |   |
|----------|-------------------|---|
| ARTS 250 | Ceramics I        | 3 |
| ARTS 260 | Painting I        | 3 |
| ARTS 280 | Printmaking I     | 3 |
| ARTS 290 | Sculpture I       | 3 |
| ARTS 322 | Drawing II        | 3 |
| ARTS 341 | Figure Drawing I  | 3 |
| ARTS 342 | Figure Drawing II | 3 |
| ARTS 352 | Ceramics II       | 3 |
| ARTS 362 | Painting II       | 3 |

|          |                |   |
|----------|----------------|---|
| ARTS 370 | Printmaking II | 3 |
| ARTS 392 | Sculpture II   | 3 |

**Elective (3 hours)**

Choose one of the following.

|          |                |   |
|----------|----------------|---|
| ARTS 120 | Art History I  | 3 |
| ARTS 125 | Art History II | 3 |

Total Credit Hours: 18

**Second Major in Studio Arts (33 hours)**

Students may complete a second major in studio arts by earning a grade of "C" or better in the following classes: eight Foundation Studios courses chosen from the following: ARTS 200, ARTS 210, ARTS 220, ARTS 250, ARTS 260, ARTS 290, ARTS 341, ARTS 280, or ARTS 382; two Art History courses chosen from the following: ARTS 120, ARTS 125, or ARTS 416; and ARTS 370. This is a total of 33 hours of coursework. The student completing a second major in Studio Arts must mount an exhibit of the strongest work that the student has produced during studio classes. Works to be exhibited must be approved by faculty in a series of four faculty reviews of proposed exhibits scheduled during the senior year. Students are responsible for following all exhibit requirements as outlined in the Student Exhibit handbook.

**Second Major in Art History (30 hours)**

Students may earn a second major in Art History by completing the following 30 hours of classes and earning a grade of "C" or above in each course. Students earning a second major in Art History must complete and present an independent research paper in art history.

**Program Requirements****Required Courses (21 hours)**

|          |                          |   |
|----------|--------------------------|---|
| ARTS 120 | Art History I            | 3 |
| ARTS 125 | Art History II           | 3 |
| ARTS 140 | 19th Century Art History | 3 |
| ARTS 145 | 20th Century Art History | 3 |
| ARTS 306 | African American Art     | 3 |
| ARTS 416 | Topics in Art History    | 3 |
| ARTS 410 | Senior Seminar I         | 2 |
| ARTS 413 | Senior Seminar II        | 1 |

**Electives (9 hours)**

|          |                                      |   |
|----------|--------------------------------------|---|
| ARTS 200 | Two Dimensional Design               | 3 |
|          | OR                                   |   |
| ARTS 210 | Drawing I                            | 3 |
| ARTS 220 | Three-Dimensional Design - Design II | 3 |
|          | OR                                   |   |
| ARTS 250 | Ceramics I                           | 3 |

|                        |                  |   |
|------------------------|------------------|---|
| ARTS 260               | Painting I       | 3 |
|                        | OR               |   |
| ARTS 341               | Figure Drawing I | 3 |
| Total Credit Hours: 30 |                  |   |

## Department of Communication and New Media

Department Chair:

### Faculty

Professors: L. Luedeman, J. Webb  
 Instructor: J. Powell

### Mission Statement

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

### Major Fields of Study

The department offers three majors leading to the Bachelor of Arts degree.

- Communication Studies
- Graphic Design
- Journalism

The department offers a program of study leading to the Associate of Arts degree.

- Graphic Design

### Minor Fields of Study

- Communication Studies
- Graphic Design
- Journalism

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

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

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

All students must purchase a 1TB or larger external hard drive for production coursework. This allows students to protect their work from accidental loss in the computer lab and will allow them to accumulate work that can be used in their portfolio.

## Communication Studies, Bachelor of Arts

|  |          |
|--|----------|
| REQUIRED MAJOR HOURS                     | 39       |
| REQUIRED MINOR HOURS                     | <u>0</u> |
| TOTAL PROGRAM HOURS                      | 39       |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE     |

### Student Learning Outcomes

Students majoring in Communication Studies will:

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

### Concentrations

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

- Photography
- Video and Film
- Public Relations

### Program Requirements

#### Required Major Hours, All Concentrations (15 hours)

|          |                           |   |
|----------|---------------------------|---|
| COMM 220 | Digital Media Convergence | 3 |
| COMM 310 | Digital Media Writing     | 3 |

|          |  |   |
|----------|--|---|
| COMM 320 | Media Operations and Management        | 3 |
| COMM 380 | Communication Theory                   | 3 |
| COMM 480 | Legal and Ethical Issues in Mass Media | 3 |

**Photography Concentration (24 hours)**

The Photography concentration consists of the 18 hours of required courses listed immediately below and six hours of elective courses from the options listed beneath.

|          |                                   |   |
|----------|-----------------------------------|---|
| COMM 255 | Photography                       | 3 |
| COMM 256 | Intermediate Photography          | 3 |
| COMM 351 | Commercial Photography            | 3 |
| COMM 370 | Introduction to Computer Graphics | 3 |
| COMM 459 | Portfolio                         | 3 |
| COMM 491 | Internship I                      | 3 |

**Photography Electives**

Choose two of the following.

|                   |                      |   |
|-------------------|----------------------|---|
| COMM 375/JOUR 375 | Layout and Design    | 3 |
| COMM 451          | Imaging Technologies | 3 |
| COMM 472          | Web Publishing       | 3 |
| JOUR 355          | Photojournalism      | 3 |

**Public Relations Concentration (24 hours)**

The Public Relations concentration consists of the 21 hours of required courses listed immediately below plus a three-hour elective course chosen from the options listed beneath.

|          |                                   |   |
|----------|-----------------------------------|---|
| COMM 313 | Principles of Public Relations    | 3 |
| COMM 314 | Public Relations Copy Writing     | 3 |
| COMM 315 | Public Relations Techniques       | 3 |
| COMM 370 | Introduction to Computer Graphics | 3 |
| COMM 449 | Public Relations Portfolio        | 3 |
| COMM 491 | Internship I                      | 3 |
| MRKT 300 | Principles of Marketing           | 3 |

**Public Relations Electives**

Choose one of the following.

|                   |   |   |
|-------------------|---|---|
| COMM 255          | Photography   | 3 |
| COMM 285/SPMG 285 | Communication in Sport                              | 3 |
| COMM 375/JOUR 375 | Layout and Design                                   | 3 |
| COMM 417          | The Kennedys' Use of the Media and Public Relations | 3 |
| MRKT 304          | Advertising and Promotion                           | 3 |

**Video and Film Concentration (24 hours)**

|          |                  |   |
|----------|------------------|---|
| COMM 238 | Announcing       | 3 |
| COMM 342 | Audio Production | 3 |

|          |   |   |
|----------|---|---|
| COMM 360 | Intro to Digital Video and Non-Linear Editing     | 3 |
| COMM 370 | Introduction to Computer Graphics                 | 3 |
| COMM 460 | Intermediate Digital Video and Non-Linear Editing | 3 |
| COMM 469 | Video and Film Portfolio                          | 3 |
| COMM 491 | Internship I                                      | 3 |
|          | Any three-hour COMM elective                      | 3 |

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

Total Credit Hours: 39

**Additional Requirements for Transfer Majors**

None.

**Graphic Design, Bachelor of Arts**

|  |      |
|--|------|
| REQUIRED MAJOR HOURS                     | 42   |
| REQUIRED MINOR HOURS                     | 0    |
| TOTAL PROGRAM HOURS                      | 42   |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE |

**Student Learning Outcomes**

Students majoring in Graphic Design will:

1. demonstrate an understanding and appreciation of visual communication;
2. demonstrate an understanding of the theoretical foundations of Design and Communication;
3. demonstrate an understanding of the legal and ethical foundations of Communication; and
4. demonstrate adequate entry-level professional skills in graphic design.

**Program Requirements****Required Major Hours (42 hours)**

|                   |                                   |   |
|-------------------|-----------------------------------|---|
| COMM 220          | Digital Media Convergence         | 3 |
| COMM 255          | Photography                       | 3 |
| COMM 310          | Digital Media Writing             | 3 |
| COMM 320          | Media Operations and Management   | 3 |
| COMM 370          | Introduction to Computer Graphics | 3 |
| COMM 375/JOUR 375 | Layout and Design                 | 3 |
| COMM 380          | Communication Theory              | 3 |
| COMM 451          | Imaging Technologies              | 3 |
| COMM 470          | Advanced Computer Graphics        | 3 |
| COMM 472          | Web Publishing                    | 3 |
| COMM 475          | Color and Typography              | 3 |

|          |  |   |
|----------|--|---|
| COMM 479 | Graphic Design Portfolio               | 3 |
| COMM 480 | Legal and Ethical Issues in Mass Media | 3 |
| COMM 491 | Internship I                           | 3 |

NOTE: HONR 400 and/or HONR 401 may be used to fulfill three hours of the degree requirement.

Total Credit Hours: 42

**Additional Requirements for Transfer Majors**

None.

**Journalism, Bachelor of Arts**

|  |    |
|--|----|
| REQUIRED MAJOR HOURS                             | 39 |
| REQUIRED MINOR HOURS                             | 0  |
| TOTAL PROGRAM HOURS                              | 39 |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>NONE |    |

**Student Learning Outcomes**

Students will demonstrate:

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

**Concentrations**

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

- Broadcast Journalism
- News Editorial
- Photojournalism

**Program Requirements**

**Required Major Hours, All Concentrations (15 hours)**

|          |  |   |
|----------|--|---|
| COMM 220 | Digital Media Convergence              | 3 |
| COMM 310 | Digital Media Writing                  | 3 |
| COMM 320 | Media Operations and Management        | 3 |
| COMM 380 | Communication Theory                   | 3 |
| COMM 480 | Legal and Ethical Issues in Mass Media | 3 |

**Broadcast Journalism Concentration (24 hours)**

Students choosing the Broadcast Journalism concentration must take the following seven courses (21 hours) plus one elective course (3 hours) to complete requirements for this particular concentration.

|          |            |   |
|----------|------------|---|
| COMM 238 | Announcing | 3 |
|----------|------------|---|

|          |   |   |
|----------|---|---|
| COMM 360 | Intro to Digital Video and Non-Linear Editing     | 3 |
| COMM 370 | Introduction to Computer Graphics                 | 3 |
| COMM 460 | Intermediate Digital Video and Non-Linear Editing | 3 |
| JOUR 317 | Reporting   | 3 |
| COMM 469 | Video and Film Portfolio                          | 3 |
| JOUR 491 | Internship in Journalism I                        | 3 |

**Electives**

Choose one of the following.

|          |                                 |     |
|----------|---------------------------------|-----|
| COMM 342 | Audio Production                | 3   |
| COMM 400 | Special Topics in Communication | 1-3 |
| JOUR 400 | Special Topics in Journalism    | 1-3 |

**News Editorial Concentration (24 Hours)**

Journalism majors choosing the News Editorial concentration must earn credit for the following 18 hours of required courses. Note that JOUR 201 is a one-hour course that must be taken three times for a total of three credit hours. The student may enroll in this course as often as is desired; however, no more than three credit hours will be applied toward the concentration.

|          |                                   |   |
|----------|-----------------------------------|---|
| JOUR 201 | Student Newspaper Staff           | 1 |
| JOUR 317 | Reporting                         | 3 |
| JOUR 318 | Editing                           | 3 |
| JOUR 491 | Internship in Journalism I        | 3 |
| COMM 255 | Photography                       | 3 |
| COMM 370 | Introduction to Computer Graphics | 3 |

**Electives**

Choose six hours from the following.

|                   |   |   |
|-------------------|---|---|
| COMM 360          | Intro to Digital Video and Non-Linear Editing | 3 |
| COMM 375/JOUR 375 | Layout and Design                             | 3 |
| JOUR 303          | Newspaper Editorial Staff I                   | 1 |
| JOUR 355          | Photojournalism                               | 3 |
| JOUR 403          | Newspaper Editorial Staff II                  | 2 |

**Photojournalism Concentration (24 Hours)**

Journalism majors choosing the Photojournalism concentration must earn credit for the following eight courses.

|          |   |   |
|----------|---|---|
| COMM 255 | Photography                                   | 3 |
| COMM 256 | Intermediate Photography                      | 3 |
| COMM 360 | Intro to Digital Video and Non-Linear Editing | 3 |
| COMM 370 | Introduction to Computer Graphics             | 3 |
| JOUR 355 | Photojournalism                               | 3 |
| JOUR 450 | Documentary Photography                       | 3 |
| JOUR 459 | Portfolio                                     | 3 |
| JOUR 491 | Internship in Journalism I                    | 3 |

Total Credit Hours: 39

DIMS 111

Dimensions

**Additional Requirements for Transfer Majors**

None.

**Graphic Design, Associate of Arts**

REQUIRED MAJOR HOURS 30

REQUIRED MINOR HOURS 0

TOTAL PROGRAM HOURS 30

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
NONE**Student Learning Outcomes**

Graduates of the Associate of Arts degree in Graphic Design will:

1. demonstrate an understanding and appreciation of visual communication;
2. demonstrate an understanding of the legal and ethical foundations of Communication; and
3. demonstrate adequate entry-level professional skills in graphic design.

**Program Requirements****General Education Course Requirements (36 hours)**

|          |                                   |   |
|----------|-----------------------------------|---|
| ENGL 101 | Composition I                     | 3 |
| ENGL 102 | Composition II                    | 3 |
| COMM 233 | Speech                            | 3 |
| RELI 300 | Introduction to the Old Testament | 3 |
|          | OR                                |   |
| RELI 301 | Introduction to the New Testament | 3 |

As Dimensions does not carry, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A "P" (i.e., passing) in four Dimensions courses indicates fulfillment of the graduation requirement. Students receiving an "F" in Dimensions must repeat the course the following semester.

|          |   |  |   |
|----------|---|--|---|
| DIMS 112 | Dimensions                                    | As<br>Dimensions<br>does not<br>carry, the<br>Pass/Fail<br>grades do<br>not provide<br>quality points<br>nor are they<br>figured into<br>GPA<br>calculations.<br>A "P" (i.e.,<br>passing) in<br>four<br>Dimensions<br>courses<br>indicates<br>fulfillment of<br>the<br>graduation<br>requirement.<br>Students<br>receiving an<br>"F" in<br>Dimensions<br>must repeat<br>the course<br>the following<br>semester. | 3 |
| HIST 101 | Survey of Western<br>Civilization I           |  | 3 |
| HIST 102 | Survey of Western<br>Civilization II          |  | 3 |
| UNIV 111 | University Life                               |  | 3 |
| HLED 221 | Dimensions of Personal<br>Health<br>OR        |  | 3 |
| PSYC 201 | General Psychology                            |  | 3 |
|          | Any PHED activity<br>course                   |  | 1 |
| ARTS 225 | Art Survey<br>OR                              |  | 3 |
| MUSC 225 | Music Survey<br>OR                            |  | 3 |
| THEA 235 | Theatre Survey                                |  | 3 |
|          | Science (Life or Physical)                    |  | 4 |
| MATH 105 | Fundamentals of<br>Statistics and Probability |  | 3 |

**Required Major Hours (30 hours)**

|          |                           |   |
|----------|---------------------------|---|
| COMM 220 | Digital Media Convergence | 3 |
| COMM 255 | Photography               | 3 |
| COMM 310 | Digital Media Writing     | 3 |

|                      |   |   |
|----------------------|---|---|
| COMM 370             | Introduction to Computer<br>Graphics      | 3 |
| COMM<br>375/JOUR 375 | Layout and Design                         | 3 |
| COMM 451             | Imaging Technologies                      | 3 |
| COMM 470             | Advanced Computer<br>Graphics             | 3 |
| COMM 472             | Web Publishing                            | 3 |
| COMM 480             | Legal and Ethical Issues in<br>Mass Media | 3 |
| COMM 491             | Internship I                              | 3 |

Total Credit Hours: 30

## Communication Studies Minor

**Required Courses (18 hours)**

Students minoring in Communication Studies must complete the three required courses listed below as well as three elective courses chosen from the options offered by the Communication Studies department.

|          |   |   |
|----------|---|---|
| COMM 220 | Digital Media Convergence                 | 3 |
| COMM 310 | Digital Media Writing                     | 3 |
| COMM 480 | Legal and Ethical Issues in<br>Mass Media | 3 |
|          | COMM electives                            | 9 |

Total Credit Hours: 18

## Graphic Design Minor

**Required Courses (18 hours)**

Students minoring in Graphic Design must complete the three required courses listed below as well as three elective graphic design courses chosen from the options offered by the Communication Studies department.

|          |   |   |
|----------|---|---|
| COMM 220 | Digital Media Convergence                 | 3 |
| COMM 370 | Introduction to Computer<br>Graphics      | 3 |
| COMM 480 | Legal and Ethical Issues in<br>Mass Media | 3 |
|          | COMM electives                            | 9 |



Total Credit Hours: 18

## Journalism Minor

### Required Courses (18 hours)

Students minoring in Journalism must complete the three required courses listed below as well as three elective courses chosen from the options offered by the Communication Studies department.

|          |  |   |
|----------|--|---|
| COMM 220 | Digital Media Convergence              | 3 |
| COMM 310 | Digital Media Writing                  | 3 |
| COMM 480 | Legal and Ethical Issues in Mass Media | 3 |
|          | JOUR electives                         | 9 |

Total Credit Hours: 18

## Department of English Language and Literature

Department Chair: J. Buckner

### Faculty

Professors: J. Buckner, C. Davis, C. Duffus, J. Hobbs, J. Land, S. Stuart

Associate Professor: K. Randle Swanson

Assistant Professors: M. Duffus, A. McKee

Instructor: H. Allford

### Mission Statement

The mission of the Department of English Language and Literature is to develop students as skilled readers, writers, and thinkers who demonstrate cultural competency, interpersonal skills, and community engagement, preparing them for meaningful work and service.

Career fields for English majors include publishing and editing, legal work, teaching, marketing, social media management, professional writing, non-profit work, ministry, human rights work, social work, and more.

### Major Fields of Study

English

English with Teacher Licensure (9-12)

### Minor Fields of Study

English

Writing

### Student Learning Outcomes

1. Communicate and compose effectively in written and multimodal forms

2. Read and analyze texts that represent diverse points of view
3. Demonstrate research and problem solving skills that culminate in an independent capstone project

## English, Bachelor of Arts

REQUIRED MAJOR HOURS 41

REQUIRED MINOR HOURS 0

TOTAL HOURS 41

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
ENGL 211, ENGL 212, ENGL 231, ENGL 232, ENGL 240, ENGL 251, ENGL 252, ENGL 270

*While some ENGL courses may fulfill GenEd and Major requirements (e.g. ENGL 211, ENGL 212, ENGL 231, ENGL 232, ENGL 240, ENGL 251, ENGL 252, ENGL 270), credit hours for those courses can only be counted toward GenEd or the ENGL Major. Students who take courses required in the major that also meet a Gen Ed requirement will need to take additional ENGL hours to fulfill the required 41 program hours. (see General Education Requirements) (p. 33)*

### Program Requirements

#### Required Major Hours (17 hours)

All BA English majors take the following required courses.

|          |                                 |   |
|----------|---------------------------------|---|
| ENGL 201 | Introduction to English Studies | 3 |
| ENGL 270 | Rhetoric                        | 3 |
| ENGL 391 | Senior Capstone I               | 2 |
| ENGL 471 | Literary Theory                 | 3 |
| ENGL 491 | Senior Capstone II              | 2 |
| ENGL 493 | Internship                      | 3 |
| ENGL 494 | Senior Portfolio                | 1 |

**Subtotal: 17**

#### Overview (6 hours)

Courses in the Overview category provide a survey or introduction to topics in English studies. Students should complete 6hrs of coursework from the Overview Category. No more than 6 hours of 200-level courses can count towards the major.

|          |                                |   |
|----------|--------------------------------|---|
| ENGL 205 | Creative Writing               | 3 |
| ENGL 211 | British Literature Survey I    | 3 |
| ENGL 212 | British Literature Survey II   | 3 |
| ENGL 231 | American Literature Survey I   | 3 |
| ENGL 232 | American Literature Survey II  | 3 |
| ENGL 240 | Survey of Topics in Literature | 3 |

|          |                            |   |
|----------|----------------------------|---|
| ENGL 251 | World Literature Survey I  | 3 |
| ENGL 252 | World Literature Survey II | 3 |

**Literature (6 hours)**

Courses in the Literature Category are 300-400 level courses, providing more in-depth study of literatures and cultural studies. Select 6 hours of coursework from the Literature Category.

|                   |   |     |
|-------------------|---|-----|
| ENGL 311          | Medieval British Literature                           | 3   |
| ENGL 312          | British Literature from 1550 to 1660                  | 3   |
| ENGL 314          | Restoration and Eighteenth-Century British Literature | 3   |
| ENGL 315          | British Romanticism                                   | 3   |
| ENGL 316          | Victorian Literature                                  | 3   |
| ENGL 331          | Modern British and American Literature                | 3   |
| ENGL 333          | Foundations of American Culture                       | 3   |
| ENGL 335          | Faces of Southern Literature                          | 3   |
| ENGL 339          | Topics in American Literature                         | 3   |
| ENGL 344          | Studies in Contemporary Literature                    | 1   |
| ENGL 354          | Mythology   | 3   |
| ENGL 356          | Literature And Colonization                           | 3   |
| ENGL 357          | Caribbean Literature                                  | 3   |
| ENGL 359          | Topics in World Literature                            | 3   |
| ENGL 373          | Studies in Folklore                                   | 3   |
| ENGL 375          | Studies in the British Novel                          | 3   |
| ENGL 377          | Studies in the American Novel                         | 3   |
| ENGL 378          | Topics in Literary Theory                             | 3   |
| ENGL 379/COMM 359 | Topics in Film  | 1   |
| ENGL 392          | Literary Travel                                       | 1-3 |
| ENGL 393          | Independent Study                                     | 1-3 |
| ENGL 411          | Seminar in British Literature                         | 3   |
| ENGL 413          | Shakespeare   | 3   |
| ENGL 431          | Seminar in American Literature                        | 3   |
| ENGL 434          | African American Literature                           | 3   |
| ENGL 475          | Young Adult Literature                                | 3   |

**Writing (6 hours)**

Courses in the Writing Category are 300-400 level courses, designed to provide more in-depth study of writing genres, topics, modalities, and English language study. Select 6 hours of coursework from the Writing Category.

|          |                            |   |
|----------|----------------------------|---|
| ENGL 301 | Creative Nonfiction        | 3 |
| ENGL 303 | Professional Writing       | 3 |
| ENGL 304 | Literary Magazine Staff    | 1 |
| ENGL 306 | Poetry Writing             | 3 |
| ENGL 307 | Topics in Creative Writing | 3 |
| ENGL 308 | Newsriting                 | 3 |

|          |  |     |
|----------|--|-----|
| ENGL 309 | Fiction Writing  | 3   |
| ENGL 363 | Rhetorical Grammar                                     | 3   |
| ENGL 364 | Language and Literacy Through the Twenty-First Century | 3   |
| ENGL 393 | Independent Study                                      | 1-3 |
| ENGL 409 | Feature Writing  | 3   |
| ENGL 425 | Visual Rhetoric  | 3   |
| ENGL 427 | Multimodal Composition                                 | 3   |
| ENGL 429 | Topics in New Media Studies                            | 3   |

**Electives (6 hours)**

Select an additional 6 hours of electives from any 300-400 level ENGL courses.

Total Credit Hours: 41

**Additional Requirements for Transfer Majors**

None.

**English with Teacher Licensure, Bachelor of Arts**

|  |           |
|--|-----------|
| REQUIRED MAJOR HOURS                     | 40        |
| REQUIRED MINOR HOURS                     | <u>27</u> |
| TOTAL PROGRAM HOURS                      | 67        |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE      |

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

Students will complete Senior Exit Interview requirements in the final semester of coursework.

**Student Learning Outcomes**

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

**Program Requirements**

**Required Major Hours (25 hours)**

|          |                                 |   |
|----------|---------------------------------|---|
| ENGL 201 | Introduction to English Studies | 3 |
| ENGL 363 | Rhetorical Grammar              | 3 |

|          |  |   |
|----------|--|---|
| ENGL 364 | Language and Literacy Through the Twenty-First Century | 3 |
| ENGL 391 | Senior Capstone I                                      | 2 |
| ENGL 413 | Shakespeare  | 3 |
| ENGL 471 | Literary Theory  | 3 |
| ENGL 475 | Young Adult Literature                                 | 3 |
| ENGL 483 | The Teaching of Writing                                | 3 |
| ENGL 491 | Senior Capstone II                                     | 2 |

**A1: Early American Literature (3 hours)**

Choose one of the following.

|          |                                 |   |
|----------|---------------------------------|---|
| ENGL 231 | American Literature Survey I    | 3 |
| ENGL 333 | Foundations of American Culture | 3 |
| ENGL 335 | Faces of Southern Literature    | 3 |
| ENGL 339 | Topics in American Literature   | 3 |
| ENGL 373 | Studies in Folklore             | 3 |
| ENGL 377 | Studies in the American Novel   | 3 |
| ENGL 431 | Seminar in American Literature  | 3 |

*ENGL 339, ENGL 377, ENGL 431: topic dependent***A2: Later American Literature (3 hours)**

Choose one of the following.

|          |  |   |
|----------|--|---|
| ENGL 232 | American Literature Survey II          | 3 |
| ENGL 331 | Modern British and American Literature | 3 |
| ENGL 339 | Topics in American Literature          | 3 |
| ENGL 377 | Studies in the American Novel          | 3 |
| ENGL 431 | Seminar in American Literature         | 3 |
| ENGL 434 | African American Literature            | 3 |

*ENGL 339, ENGL 377, ENGL 431: topic dependent***B2: Later British Literature (3 hours)**

Choose one of the following.

|          |  |   |
|----------|--|---|
| ENGL 212 | British Literature Survey II           | 3 |
| ENGL 315 | British Romanticism                    | 3 |
| ENGL 316 | Victorian Literature                   | 3 |
| ENGL 331 | Modern British and American Literature | 3 |
| ENGL 375 | Studies in the British Novel           | 3 |
| ENGL 411 | Seminar in British Literature          | 3 |

*ENGL 411: topic dependent***W: World Literature (3 hours)**

Choose one of the following.

|          |                             |   |
|----------|-----------------------------|---|
| ENGL 251 | World Literature Survey I   | 3 |
| ENGL 252 | World Literature Survey II  | 3 |
| ENGL 354 | Mythology                   | 3 |
| ENGL 356 | Literature And Colonization | 3 |

|          |                            |   |
|----------|----------------------------|---|
| ENGL 357 | Caribbean Literature       | 3 |
| ENGL 359 | Topics in World Literature | 3 |

**Departmental Electives (3 hours)**

Three non-General Education hours of other ENGL courses

**Required Minor Hours (27 hours)****Professional Education Minor**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach. Ideally, students should interview no later than the end of the first semester of the junior year. See School of Education (p. 164) for additional requirements.

|          |  |    |
|----------|--|----|
| EDUC 250 | Teaching in the 21st Century Schools                 | 4  |
| EDUC 350 | Diverse Populations in 21st Century Schools          | 4  |
| EDUC 450 | Student Teaching                                     | 12 |
| ENGL 481 | Classroom Methods and Management in Teaching English | 4  |
| PSYC 303 | Educational Psychology                               | 3  |

Total Credit Hours: 67

**Second Major in English**

A student seeking a second major in the Department of English Language and Literature should complete any 30 hours of coursework in English beyond any General Education requirements in English. No more than nine hours of ENGL 200-level literature survey courses may be used.

**English Minor****Required Courses (15 hours)**

ENGL electives 15

*Elective hours must be beyond the General Education requirements. No more than three hours of ENGL 200-level literature survey courses may be used.*

Total Credit Hours: 15

## Writing Minor

### Required Course (3 hours)

|          |                     |   |
|----------|---------------------|---|
| ENGL 301 | Creative Nonfiction | 3 |
|----------|---------------------|---|

### Elective Courses (12 hours)

Select 12 hours from the following courses. Elective hours must be beyond the General Education requirements. No more than three hours of ENGL 200-level literature survey courses may be used.

|          |                                 |   |
|----------|---------------------------------|---|
| ENGL 201 | Introduction to English Studies | 3 |
| ENGL 205 | Creative Writing                | 3 |
| ENGL 303 | Professional Writing            | 3 |
| ENGL 306 | Poetry Writing                  | 3 |
| ENGL 307 | Topics in Creative Writing      | 3 |
| ENGL 308 | Newswriting                     | 3 |
| ENGL 309 | Fiction Writing                 | 3 |
| ENGL 409 | Feature Writing                 | 3 |
| ENGL 425 | Visual Rhetoric                 | 3 |
| ENGL 427 | Multimodal Composition          | 3 |

Total Credit Hours: 15

## Department of Health, Sport, and Physical Education

Department Chair: K. Baker

### Faculty

Professors: K. Baker, K. Davis, J. Tubbs, D. Ware  
Associate Professor: S. Snyder

### Mission Statement

Within the context of a Christian liberal arts education, the mission of the Department of Health, Sport, and Physical Education is to promote the understanding, the appreciation, and the advocacy of healthy, physically-active lifestyles; and to academically prepare students for relevant positions of instruction, leadership, and service.

### Major Fields of Study

Physical Education/Health Education with Teacher Licensure  
Sport Education

### Minor Field of Study

Recreation  
Sports Ministry

## Physical Education/Health Education with Teacher Licensure, Bachelor of Science

REQUIRED MAJOR HOURS 42

REQUIRED MINOR HOURS 22

TOTAL PROGRAM HOURS 64

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
HLED 221 AND BIOL 101

This is a dual-licensure program that prepares a student to become a professional educator at any grade level, K-12.

The PHED program at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

### Student Learning Outcomes

1. Candidates demonstrate an understanding of physical education content knowledge, physical education curriculum models, whole-of-school physical activity programming, and scientific foundations for the delivery of an effective physical education program;
2. Candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness;
3. Candidates demonstrate acquisition of functional health knowledge and proficiency in health-related skills for the purpose of enhancing healthy behaviors in learners;
4. Candidates engage students in meaningful learning experiences through effective use of pedagogical skills;
5. Candidates apply content and programming knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards and grade-level outcomes through the effective use of resources, accommodations, and/or modifications, and technology to address the diverse needs of all students;
6. Candidates use multiple methods of assessment to measure students' knowledge acquisition and skill proficiency; and
7. Candidates engage in ongoing professional learning and activities that improve student learning and advance the profession.

In order to be admitted into Teacher Education, students seeking dual licensure in Physical Education and Health Education are required to obtain minimum scores on Praxis I. Minimum scores are required on Praxis II Subject Assessment in order to be recommended for North Carolina teaching licensure. The candidate is referred to the Teacher Education Handbook for additional requirements.

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

## Program Requirements

### Required Major Hours (42 hours)

|                     |   |   |
|---------------------|---|---|
| PHED 211            | Introduction to Health, Sport, and Physical Education               | 3 |
| PHED 235            | Motor Learning  | 3 |
| PHED 301            | Elementary School Physical Education                                | 3 |
| PHED 341            | Theory and Techniques of Team Sports                                | 3 |
| PHED 342            | Theory and Techniques of Individual and Dual Sports                 | 3 |
| PHED 343            | Secondary School Physical Education                                 | 3 |
| PHED 346            | Biomechanics for Physical Education                                 | 3 |
| PHED 402            | Physical Education for Diverse Populations                          | 3 |
| PHED 407            | Scientific Principles for Physical Education and Sport Pedagogy     | 3 |
| PHED 408            | Organization and Administration of Physical Education and Athletics | 3 |
| PHED 409            | Assessment in Physical and Health Education                         | 3 |
| HLED 226            | Health Education for the School Health Educator                     | 3 |
| HLED 320            | Comprehensive Health Education                                      | 3 |
| HLED 321            | Teaching Methods for Health Education                               | 3 |
| <b>Subtotal: 42</b> |   |   |

### Required Minor Hours (22 hours)

#### Professional Education Minor

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program, at which point they achieve candidate status. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach. Ideally, students should interview no later than the end of the first semester of the junior year. See School of Education (p. 164) for additional requirements. Students are also referred to the Teacher Education Handbook for admission requirements.

The student must present a current CPR/First Aid certification card as a course requirement for PHED 432 (p. 413) Seminar for Physical Educators and Health Educators. The card must be current through the student-teaching semester.

|                     |   |    |
|---------------------|---|----|
| EDUC 250            | Teaching in the 21st Century Schools                | 4  |
| EDUC 450            | Student Teaching                                    | 12 |
| PSYC 303            | Educational Psychology                              | 3  |
| PHED 432            | Seminar for Physical Educators and Health Educators | 3  |
| <b>Subtotal: 22</b> |   |    |

PHED 432 must be taken in the semester prior to student teaching.

**Subtotal: 64**

Total Credit Hours: 64

#### Additional Requirements for Transfer Majors

All department majors, including those transferring under the Comprehensive Articulation Agreement, must complete HLED 221 Dimensions of Personal Health as part of the General Education curriculum.

Each student is required to complete BIOL 101 Human Biology and HLED 221 Dimensions of Personal Health in the General Education Curriculum.

## Sport Education, Bachelor of Science

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS   | 39          |
| REQUIRED MINOR HOURS   | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 39          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>BIOL 101* AND HLED 221 |             |

\*BIOL 101 Human Biology is a prerequisite for PHED 407 Scientific Principles for Physical Education and Sport Pedagogy.

### Mission Statement

The focus of the Sport Education program is on developing the knowledge and skills needed to become successful sport instructors and coaches.

### Student Learning Outcomes

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

### Program Requirements

#### Required Major Hours (39 hours)

|          |   |   |
|----------|---|---|
| PHED 211 | Introduction to Health, Sport, and Physical Education               | 3 |
| PHED 235 | Motor Learning  | 3 |
| PHED 336 | Theory and Techniques of Coaching                                   | 3 |
| PHED 341 | Theory and Techniques of Team Sports                                | 3 |
| PHED 342 | Theory and Techniques of Individual and Dual Sports                 | 3 |
| PHED 401 | Psychology of Sport and Physical Activity                           | 3 |
| PHED 402 | Physical Education for Diverse Populations                          | 3 |
| PHED 407 | Scientific Principles for Physical Education and Sport Pedagogy     | 3 |
| PHED 408 | Organization and Administration of Physical Education and Athletics | 3 |

|          |   |   |
|----------|---|---|
| PHED 409 | Assessment in Physical and Health Education | 3 |
| HLED 323 | First Aid/CPR with Instructor Certification | 3 |
| SPED 450 | Practical Experience in Sport Instruction   | 3 |
| PHED 346 | Biomechanics for Physical Education         | 3 |

SPED 450 Practical Experience in Sport Instruction cannot be taken until the final semester of program coursework.

Total Credit Hours: 39

### Additional Requirements for Transfer Majors

All department majors, including those transferring under the Comprehensive Articulation Agreement, must complete HLED 221 Dimensions of Personal Health as part of the General Education curriculum.

## Recreation Minor

#### Required Courses (12 hours)

|          |   |   |
|----------|---|---|
| PHED 400 | Community Recreation Programs                                       | 3 |
| PHED 408 | Organization and Administration of Physical Education and Athletics | 3 |
| PHED 310 | Outdoor Education   | 3 |
| PHED 336 | Theory and Techniques of Coaching                                   | 3 |

#### Elective Courses (6-8 hours)

Choose a minimum of six hours from the following.

|          |   |   |
|----------|---|---|
| PHED 331 | Creative Movement                                   | 3 |
| PHED 341 | Theory and Techniques of Team Sports                | 3 |
| PHED 342 | Theory and Techniques of Individual and Dual Sports | 3 |
| PHED 402 | Physical Education for Diverse Populations          | 3 |
| PHED 303 | Intramurals   | 2 |
| PHED 309 | Officiating   | 2 |

The student must have an overall "C" average on all work counted toward the minor.

Total Credit Hours: 18-20

## Sports Ministry Minor

#### Required Courses (12 hours)

|          |                                   |   |
|----------|-----------------------------------|---|
| PHED 310 | Outdoor Education                 | 3 |
| PHED 336 | Theory and Techniques of Coaching | 3 |

|          |                               |   |
|----------|-------------------------------|---|
| PHED 400 | Community Recreation Programs | 3 |
| RELI 271 | Spiritual Formation           | 3 |

**Elective Course (3 hours)**

Choose one of the following.

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 302 | The Sacred Writings                 | 3 |
| RELI 303 | Old Testament Prophets              | 3 |
| RELI 306 | Old Testament Theology              | 3 |
| RELI 307 | Studies in the Pentateuch           | 3 |
| RELI 310 | Selected Topics in Biblical Studies | 3 |
| RELI 311 | Synoptic Gospels                    | 3 |
| RELI 312 | Life and Letters of Paul            | 3 |
| RELI 314 | New Testament Theology              | 3 |
| RELI 316 | The Writings of John                | 3 |
| RELI 317 | The General Epistles and Hebrews    | 3 |
| RELI 326 | Introduction to Missiology          | 3 |
| RELI 333 | Christian Theology                  | 3 |

**Elective Course (3 hours)**

Choose one of the following.

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 373 | Church Leadership                   | 3 |
| RELI 374 | Preschool and Children Discipleship | 3 |
| RELI 375 | Youth Discipleship                  | 3 |

Total Credit Hours: 18

## Leaders Program of Professional Excellence

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

Students collect evidence that demonstrates competence in each area and compile it in the form of an electronic portfolio. Competence will be achievable through the completion of assignments embedded within the program of study.

Candidates' attainment of competency will be assessed and approved by full-time faculty members of the Department of Health, Sport, and Physical Education. Each submission must include appropriate documentation along with a written reflection. A final, formal presentation will be given by the student.

Students who successfully complete the LEADERS program will receive a designation on their official transcript.

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

## Department of Mathematical Sciences

Department Chair: J. Willis

**Faculty**

Professors: R. Bass, M. Mystkowski, O. Poliakova  
Associate Professor: J. Willis  
Assistant Professors: T. Hoyle, J. Johnson, T. Moore

**Mission Statement**

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

**Major Fields of Study**

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

Mathematics  
Mathematics Education (9-12)  
Computer Science

**Minor Fields of Study**

Mathematics  
Computer Science

## Mathematics, Bachelor of Science

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS   | 39          |
| REQUIRED MINOR HOURS   | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 39          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>MATH 151, PHYS 203 |             |

**Mission Statement**

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

**Student Learning Outcomes**

Students graduating in Mathematics will have:

1. Demonstrated computational proficiency throughout the elements of modern mathematics;
2. Integrated threads from various branches of mathematics;
3. Proven the foundational theoretical results of algebra, analysis, geometry, and number theory; and
4. Communicated complex mathematics in both written and oral forms.

For Mathematics majors to meet General Education requirements, the Foundational Experience in Math must be satisfied by passing MATH 151 with a minimum grade of “C” and the Foundational Experience in Science must be satisfied by passing PHYS 203.

**Program Requirements**

**Required Major Hours (39 hours)**

|          |   |   |
|----------|---|---|
| MATH 152 | Calculus II   | 4 |
| MATH 230 | Foundations of Higher Mathematics                               | 3 |
| MATH 251 | Calculus III  | 4 |
| MATH 325 | Statistics and Data Analysis                                    | 3 |
| MATH 331 | Linear Algebra  | 3 |
| MATH 351 | Differential Equations  | 3 |
| MATH 352 | Advanced Calculus   | 3 |
| MATH 404 | Modern Abstract Algebra   | 3 |
| MATH 490 | Writing in the Discipline I                                     | 2 |
| MATH 491 | Writing in the Discipline II                                    | 2 |
| CSCI 201 | Programming Language I  | 3 |
|          | Any other math course numbered above MATH 300 (except MATH 311) | 3 |
|          | Any other math course numbered above MATH 400                   | 3 |

The Department strongly recommends that students choose a University-approved minor or one of the concentration areas listed below to buttress skills and knowledge for career goals or graduate-school preparation.

**Concentration Areas**

The Department offers the following three concentration areas for further study in mathematics. Students choosing to pursue a concentration may use six suitable hours of their selected concentration area as their elective courses in the Mathematics major. A minimum grade of “C” is required for each course in a concentration area.

**Pure Math (18 hours)**

|          |                                 |   |
|----------|---------------------------------|---|
| MATH 303 | Modern College Geometry         | 3 |
| MATH 332 | Linear Algebra II               | 3 |
| MATH 405 | Modern Abstract Algebra II      | 3 |
| MATH 412 | Elementary Real Analysis        | 3 |
| MATH 421 | Probability Theory              | 3 |
| MATH 441 | Functions of a Complex Variable | 3 |

**Actuarial Math (15 hours)**

|          |                             |   |
|----------|-----------------------------|---|
| MATH 421 | Probability Theory          | 3 |
| MATH 422 | Statistical Inference       | 3 |
| FINC 320 | Risk Management             | 3 |
| ECON 303 | Intermediate Microeconomics | 3 |
| ECON 402 | Managerial Economics        | 3 |

**Computational Science (16 hours)**

|          |   |   |
|----------|---|---|
| PHYS 204 | General Physics for Scientists and Engineers II | 4 |
| CSCI 202 | Programming Language II                         | 3 |
| MATH 332 | Linear Algebra II                               | 3 |
| MATH 370 | Numerical Methods                               | 3 |
| MATH 412 | Elementary Real Analysis                        | 3 |

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete PHYS 203 as part of the General Education curriculum.

**Mathematics Education (9-12), Bachelor of Science**

|  |           |
|--|-----------|
| REQUIRED MAJOR HOURS   | 36        |
| REQUIRED MINOR HOURS   | <u>32</u> |
| TOTAL PROGRAM HOURS  | 68        |
| PREScribed COURSES ATTAINABLE IN GEN ED:<br>PHYS 203, MATH 151 |           |

**Mission Statement**

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

The Mathematics Education (9-12) Program at Gardner-Webb University is approved by the North Carolina State Board of Education.

**Student Learning Outcomes**

Students graduating in Mathematics with secondary teacher licensure will have:

1. Demonstrated computational proficiency throughout the elements of modern mathematics;
2. Integrated threads from various branches of mathematics;



3. Proven the foundational theoretical results of algebra, analysis, geometry, and number theory;
4. Communicated complex mathematics in both written and oral forms; and
5. Prepared and implemented instructional plans for secondary-level students reflecting current standards and practices of mathematics education.

For Mathematics majors to meet General Education requirements, the Foundational Experience in Math must be satisfied by passing MATH 151 with a minimum grade of "C" and the Foundational Experience in Science must be satisfied by passing PHYS 203.

### Program Requirements

#### Required Major Hours (36 hours)

|          |                                   |   |
|----------|-----------------------------------|---|
| MATH 152 | Calculus II                       | 4 |
| MATH 230 | Foundations of Higher Mathematics | 3 |
| MATH 251 | Calculus III                      | 4 |
| MATH 303 | Modern College Geometry           | 3 |
| MATH 310 | Number Theory                     | 3 |
| MATH 318 | Combinatorics                     | 3 |
| MATH 325 | Statistics and Data Analysis      | 3 |
| MATH 331 | Linear Algebra                    | 3 |
| MATH 404 | Modern Abstract Algebra           | 3 |
| MATH 421 | Probability Theory                | 3 |
| MATH 490 | Writing in the Discipline I       | 2 |
| MATH 491 | Writing in the Discipline II      | 2 |

#### Required Minor Hours (32 hours)

##### Professional Education Minor

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach. Ideally, students should interview no later than the end of the first semester of the junior year. See School of Education (p. 164) for additional requirements.

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools              | 4  |
| EDUC 316 | Teaching Reading and Writing in the Content Areas | 3  |
| EDUC 350 | Diverse Populations in 21st Century Schools       | 4  |
| EDUC 440 | Classroom Management                              | 3  |
| EDUC 450 | Student Teaching                                  | 12 |
| PSYC 303 | Educational Psychology                            | 3  |
| MAED 432 | Methods of Teaching Math (9-12)                   | 3  |

Total Credit Hours: 68

### Additional Requirements for Transfer Majors

All students transferring under the Comprehensive Articulation Agreement must complete PHYS 203 as part of the General Education curriculum.

### Computer Science, Bachelor of Science

|                      |             |
|----------------------|-------------|
| REQUIRED MAJOR HOURS | 37          |
| REQUIRED MINOR HOURS | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 37          |

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
MATH 151

### Mission Statement

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

### Student Learning Outcomes

1. Students will be able to analyze problems and design algorithms in pseudo code;
2. For a given algorithm students will be able to write the code using Object-Oriented Approach;
3. Students will be able to analyze problems and select the appropriate data structure;
4. Students will be able to estimate running time given an algorithm;
5. Students will be able to implement and use data structures including, but not limited to, stacks, queues, lists, trees, and hash tables;
6. Students will be able to analyze the problem and design the solution that conforms to the given specifications using a modeling language like UML;
7. Students will be able to write a computer program that implements the design;
8. Students will be able to develop and implement the tests needed to check if the program conforms to given specifications;
9. Students will be able to write clear system documentation and user documentation;
10. Students will be able to write research reports;
11. Students will demonstrate the ability to orally communicate ideas and concepts clearly and in an organized manner;

12. Students will be able to work effectively in teams in designing and implementing software systems and effectively manage conflicts, optimize resources, and meet deadlines; and
13. Students will be able to read and assimilate technical material independently from textbooks, articles, and other level-appropriate sources.

The General Education requirements must be satisfied; the Foundational Experience in Math must be satisfied with MATH 151 with a minimum grade of "C." Chemistry or physics is recommended to satisfy the Foundational Experience in Science.

For students who did not take AP Computer Science courses in high school, the department recommends taking CSCI 101, Introduction to Computer Science, before taking any courses in the Computer Science major.

## Program Requirements

### Required Major Courses (31 hours)

|          |  |   |
|----------|--|---|
| CSCI 201 | Programming Language I                               | 3 |
| CSCI 202 | Programming Language II                              | 3 |
| CSCI 281 | Programming in JAVA<br>OR                            | 3 |
| CSCI 285 | C Programming Language                               | 3 |
| CSCI 360 | Assembly Language<br>Programming and<br>Architecture | 3 |
| CSCI 380 | Data Structures and Algorithm<br>Analysis            | 3 |
| CSCI 423 | Survey of Programming<br>Languages                   | 3 |
| CISS 433 | Database Management                                  | 3 |
| CSCI 460 | Data Communications and<br>Networking                | 3 |
| CSCI 471 | Software Engineering                                 | 3 |
| CSCI 481 | Capstone Project in Computer<br>Science              | 1 |
| MATH 311 | Discrete Mathematics                                 | 3 |

### Electives (6 hours)

Choose two of the following.

|          |  |   |
|----------|--|---|
| CSCI 350 | Introduction to Multimedia<br>Processing         | 3 |
| CSCI 361 | Operating Systems and<br>Computer Architecture   | 3 |
| CSCI 375 | Introduction to Computer and<br>Network Security | 3 |
| CSCI 425 | Programming for Android<br>Devices               | 3 |
| CSCI 426 | iPhone and iPad<br>Programming                   | 3 |
| CSCI 440 | Artificial Intelligence                          | 3 |
| CSCI 445 | Machine Learning                                 | 3 |

|          |   |   |
|----------|---|---|
| CSCI 450 | Compiler Design                         | 3 |
| CSCI 480 | Topics in Computer Science              | 3 |
| CSCI 497 | Internship in Computer<br>Science<br>OR | 3 |
| CSCI 498 | Internship in Computer<br>Science       | 3 |
| MATH 370 | Numerical Methods                       | 3 |

It is strongly recommended that students choose a University-approved minor or one of the concentration areas listed below to develop specific skill sets and knowledge for career goals or graduate-school preparation.

### Concentration Areas

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

#### Pure Computer Science (17 hours)

|          |   |   |
|----------|---|---|
| MATH 152 | Calculus II                                       | 4 |
| MATH 331 | Linear Algebra                                    | 3 |
| PHYS 203 | General Physics for<br>Scientists and Engineers I | 4 |
| CSCI 361 | Operating Systems and<br>Computer Architecture    | 3 |
| CSCI 440 | Artificial Intelligence                           | 3 |

#### Programming (16 hours)

(For students intending to pursue a career as software developers or software engineers.)

|          |   |   |
|----------|---|---|
| MATH 105 | Fundamentals of Statistics<br>and Probability     | 3 |
| PHYS 203 | General Physics for<br>Scientists and Engineers I | 4 |
| CSCI 281 | Programming in JAVA<br>OR                         | 3 |
| CSCI 285 | C Programming Language                            | 3 |
| CSCI 425 | Programming for Android<br>Devices<br>OR          | 3 |
| CSCI 426 | iPhone and iPad<br>Programming                    | 3 |
| CSCI 375 | Introduction to Computer and<br>Network Security  | 3 |

### Additional Requirements for Transfer Majors

None.

## Second Major

Any student seeking a second major in Mathematics or Computer Science must have earned credit for MATH 151 with a minimum grade of "C." MATH 151 can be used to satisfy the Foundational Experience in Math requirement in the General Education curriculum.

### Program Requirements

#### Second Major in Mathematics (32 hours)

|          |   |   |
|----------|---|---|
| MATH 152 | Calculus II   | 4 |
| MATH 230 | Foundations of Higher Mathematics   | 3 |
| MATH 251 | Calculus III  | 4 |
| MATH 325 | Statistics and Data Analysis  | 3 |
| MATH 331 | Linear Algebra  | 3 |
| MATH 351 | Differential Equations  | 3 |
| MATH 352 | Advanced Calculus   | 3 |
| MATH 404 | Modern Abstract Algebra   | 3 |
|          | Any other Math course numbered above MATH 300 (except MATH 311)           |   |
|          | Any other math course numbered above MATH 400 (except MATH 445, 490, 491) |   |

#### Second Major in Computer Science (34 hours)

|          |  |   |
|----------|--|---|
| CSCI 201 | Programming Language I                               | 3 |
| CSCI 202 | Programming Language II                              | 3 |
| CSCI 281 | Programming in JAVA<br>OR                            | 3 |
| CSCI 285 | C Programming Language                               | 3 |
| CSCI 360 | Assembly Language<br>Programming and<br>Architecture | 3 |
| CSCI 380 | Data Structures and Algorithm<br>Analysis            | 3 |
| CSCI 423 | Survey of Programming<br>Languages                   | 3 |
| CISS 433 | Database Management                                  | 3 |
| CSCI 460 | Data Communications and<br>Networking                | 3 |
| CSCI 471 | Software Engineering                                 | 3 |
| CSCI 481 | Capstone Project in Computer<br>Science              | 1 |
|          | CISS elective (from same<br>choices as first major)  | 3 |
| MATH 311 | Discrete Mathematics                                 | 3 |

## Mathematics Minor

### Required Courses (17 hours)

|          |                 |   |
|----------|-----------------|---|
| MATH 151 | Calculus I      | 4 |
| MATH 152 | Calculus II     | 4 |
|          | MATH electives* | 9 |

\*At least one course must be numbered above MATH 225.

Total Credit Hours: 17

## Computer Science Minor

### Required Courses (19 hours)

|          |                         |   |
|----------|-------------------------|---|
| CSCI 201 | Programming Language I  | 3 |
| CSCI 202 | Programming Language II | 3 |
|          | CISS electives*         | 9 |
| MATH 151 | Calculus I              | 4 |

\*CISS electives may include any course listed as required or elective in the Computer Science major. MATH 151 is required and may be taken as part of the General Education requirements.

Total Credit Hours: 19

## Department of Music

Department Chair: M. Cole

### Faculty

Professors: P. Sparti, M. Whitfield  
Associate Professors: M. Cole, T. Hudson, B. Moser, S. Turner  
Assistant Professors: J. Cheney, E. Johnson

### Mission Statement

The mission of the Department of Music is to provide the finest professional musical education to Gardner-Webb students, and the finest performances and education to the community-at-large. The Department strives to provide a well-rounded education that encompasses a liberal arts philosophy and Christian values while training students in the history, performance, teaching, composition, business, creation, and ministry of music. We also seek to stimulate interest in the arts, and strive to stimulate in our students an interest in serving the greater glory of God by serving others with music.

### Bachelor of Arts in Music

Music

### Bachelor of Music Degrees

Composition  
Emphasis in Business and Music Industry  
Music Education

Music Performance  
Worship Leadership

**Major Fields of Study Detail**

The Music Program is accredited by the National Association of Schools of Music (NASM). Students entering as Music majors or minors are required to take a Music Theory Placement Exam prior to the first week of class to gauge their level of theoretical competence. A first-time music major will be placed either in the sequence of MUSC 105/MUSC 106 (First-Year) or MUSC 100 (Basic Theory) according to exam results. Transfer music major placement is based on results following an exam which covers material from the last semester of music theory completed by the student.

Music majors who are not concentrating in piano are required to pass a piano proficiency examination as an integral part of the overall degree requirements. Non-piano concentrations must enroll for piano each semester until the piano proficiency is passed. Three-to-four credit hours in the secondary applied have been set aside in each Bachelor of Music curriculum (two credit hours for the BA in Music) for this purpose. Should the proficiency be passed before completion of the 3-4 hours of piano, the student may take the remaining hours in any non-primary concentration applied elective or performance ensemble. Piano concentrations must pass a sophomore screening and MUSC 259, which fulfill the piano proficiency requirement.

Each Music major is required to satisfactorily participate in a major performing group each Fall and Spring semester while enrolled as a full-time student, except the student teaching or internship semester. A student who requires more than eight semesters to complete a program may make a written request to the Chair of the Music Department for exemption from participation in a performance group after ten hours of performance organization credit have been acquired. Students must enroll in a performance group according to their concentration with the exception of Worship Leadership: four hours of a major vocal performing ensemble and four hours in a major performing ensemble according to the concentration. Transfer students must complete a minimum of eight major performing group hours (seven for Music Business), either from approved transfer hours or Gardner-Webb ensembles. Additionally, all Music majors must complete a minimum of one hour in a chamber ensemble. All ensembles may be repeated for credit.

Students pursuing the BM degree must complete the General Education requirements for that degree. Students pursuing the BA in Music must complete the General Education requirements for the BA. Students cannot receive both degrees.

A Music Handbook and complete curriculum outlines for each major in music and information pertaining to admission to programs, performance requirements, recital requirements, proficiency examinations, and attendance requirements are available online in Blackboard.

A grade of “C” or better is necessary to count any course in the major.

**Music, Bachelor of Arts**

|                      |             |
|----------------------|-------------|
| REQUIRED MAJOR HOURS | 50          |
| REQUIRED MINOR HOURS | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 50          |

**Student Learning Outcomes**

Students who graduate with a major in Music will:

1. demonstrate technical proficiency that enables artistic creativity and self-expression;
2. demonstrate the ability to compose and arrange music for private and public performance; and
3. be prepared for a career in a music-related field.

**Program Requirements**

**Required Major Hours (45 hours)**

|          |  |                 |
|----------|--|-----------------|
| MUSC 105 | Music Theory I                                   | 3               |
| MUSC 106 | Music Theory II                                  | 3               |
| MUSC 107 | Aural Skills I                                   | 1               |
| MUSC 108 | Aural Skills II                                  | 1               |
| MUSC 205 | Music Theory III                                 | 3               |
| MUSC 206 | Music Theory IV                                  | 3               |
| MUSC 207 | Aural Skills III                                 | 1               |
| MUSC 208 | Aural Skills IV                                  | 1               |
| MUSC 235 | Music History I                                  | 3               |
| MUSC 236 | Music History II                                 | 3               |
|          | Primary Applied                                  | 12              |
|          | Secondary Applied                                | 2               |
|          | Performance Group (one must be a small ensemble) | 9               |
| MUSC 190 | Concert/Recital Lab                              | 0 each semester |
| MUSC 191 | Concert/Recital Lab                              | 0 each semester |
| MUSC 290 | Concert/Recital Lab                              | 0 each semester |
| MUSC 291 | Concert/Recital Lab                              | 0 each semester |
| MUSC 390 | Concert/Recital Lab                              | 0 each semester |
| MUSC 391 | Concert/Recital Lab                              | 0 each semester |

MUSC 490 Concert/Recital Lab 0 each semester

**Elective (1 hour)**

Choose one of the following.

|          |                             |   |
|----------|-----------------------------|---|
| MUSC 245 | Brass and Percussion Class  | 1 |
| MUSC 246 | Strings and Woodwinds Class | 1 |
| MUSC 247 | Conducting Fundamentals     | 1 |
| MUSC 248 | Marching Band Techniques    | 1 |
| MUSC 257 | Voice Diction               | 1 |
| MUSC 259 | Advanced Piano Skills       | 1 |

**Electives (4 hours)**

Choose one of the following pairs of courses.

|          |                             |   |
|----------|-----------------------------|---|
| MUSC 493 | Treatise I<br>AND           | 2 |
| MUSC 494 | Treatise II<br>OR           | 2 |
| MUSC 412 | Liberal Arts Recital<br>AND | 2 |
|          | Two elective hours          | 2 |

Total Credit Hours: 50

**Additional Requirements for Transfer Majors**

None.

**Music Composition, Bachelor of Music**

|                      |             |
|----------------------|-------------|
| REQUIRED MAJOR HOURS | 79          |
| REQUIRED MINOR HOURS | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 79          |

**Student Learning Outcomes**

1. Students will identify the elements of music in a varied repertoire of music;
2. Students will conduct and rehearse a varied repertoire of music;
3. Students will demonstrate proficiency in music theory;
4. Students will create music that uses the elements of music effectively;
5. Students will perform a wide variety of music using accurate intonation, rhythm, technique, artistic expression, and characteristic tone;
6. Students will demonstrate proficiency in playing piano;
7. Students will analyze the relationship between music, society, and other arts;
8. Students will identify important composers, works, and performance practices throughout history;
9. Students will demonstrate basic skills in the music technology programs;

10. Students will demonstrate familiarity with non-Western music through identification, analysis, and connection to other art forms;
11. Students will compose music for public performance; and
12. Students will defend a capstone senior composition in a public presentation before the music faculty.

**Program Requirements**

**Required Major Hours (70 hours)**

|          |   |                 |
|----------|---|-----------------|
| MIBS 150 | Introduction to Music Technology  | 3               |
| MUSC 105 | Music Theory I  | 3               |
| MUSC 106 | Music Theory II   | 3               |
| MUSC 107 | Aural Skills I  | 1               |
| MUSC 108 | Aural Skills II   | 1               |
| MUSC 205 | Music Theory III  | 3               |
| MUSC 206 | Music Theory IV   | 3               |
| MUSC 207 | Aural Skills III  | 1               |
| MUSC 208 | Aural Skills IV   | 1               |
| MUSC 235 | Music History I   | 3               |
| MUSC 236 | Music History II  | 3               |
| MUSC 245 | Brass and Percussion Class  | 1               |
| MUSC 246 | Strings and Woodwinds Class   | 1               |
| MUSC 247 | Conducting Fundamentals   | 1               |
| MUSC 305 | Counterpoint  | 2               |
| MUSC 306 | Orchestration and Arranging   | 2               |
| MUSC 307 | Composition I   | 3               |
| MUSC 308 | Composition II  | 3               |
| MUSC 405 | Form and Analysis   | 2               |
| MUSC 446 | Choral Conducting   | 1               |
| MUSC 447 | Instrumental Conducting   | 1               |
| MUSC 491 | Composition III   | 3               |
| MUSC 492 | Composition IV  | 3               |
| MUSC 497 | Composition Presentation Primary Applied Performance Group (one must be a small ensemble) | 12<br>9         |
| MUSC 190 | Concert/Recital Lab   | 0 each semester |
| MUSC 191 | Concert/Recital Lab   | 0 each semester |
| MUSC 290 | Concert/Recital Lab   | 0 each semester |
| MUSC 291 | Concert/Recital Lab   | 0 each semester |
| MUSC 390 | Concert/Recital Lab   | 0 each semester |
| MUSC 391 | Concert/Recital Lab   | 0 each semester |
| MUSC 490 | Concert/Recital Lab   | 0 each semester |

**Secondary Applied (4-5 credit hours)**

**Piano Concentration**

|                  |   |
|------------------|---|
| Organ            | 2 |
| Voice            | 2 |
| Applied Elective | 1 |

**Organ or Vocal Concentration**

|                  |   |
|------------------|---|
| Piano            | 4 |
| Applied Elective | 1 |

**Instrumental Concentration**

|       |   |
|-------|---|
| Piano | 4 |
|-------|---|

**Concentration Courses (4-5 credit hours)**

**Piano Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 426 | Piano Literature      | 3 |

**Organ Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 427 | Organ Literature      | 3 |

**Instrumental Concentration**

|          |                                     |   |
|----------|-------------------------------------|---|
| MUSC 349 | Instrumental Methods and Literature | 2 |
| MUSC 428 | Instrumental Literature             | 3 |

**Vocal Concentration**

|          |                  |   |
|----------|------------------|---|
| MUSC 257 | Voice Diction    | 1 |
| MUSC 425 | Vocal Literature | 3 |

Total Credit Hours: 79

**Additional Requirements for Transfer Majors**

None.

**Music with Emphasis in Business and Music Industry, Bachelor of Music**

REQUIRED MAJOR HOURS 96

REQUIRED MINOR HOURS NONE

TOTAL PROGRAM HOURS 96

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
ECON 203\*\*ECON 203 hours are counted in General Education requirements.

**Student Learning Outcomes**

1. Students who graduate with a BM with Emphasis in Business and Music Industry will be prepared for positions in many areas of the music business industry including, but not limited to, arts administration and venue management.
2. Students will demonstrate a broad knowledge of the music business industry.

3. Students will possess an understanding of theoretical and historical knowledge, listening skills, a high level of proficiency in one area of applied performance, and basic skills in conducting, keyboard, and music technology.
4. Students will create music that uses the elements of music effectively.
5. Students will perform a wide variety of music using accurate intonation, rhythm, and technique, artistic expression, and characteristic tone.
6. Students will demonstrate proficiency in playing piano.
7. Students will analyze the relationship between music, society, and other arts.
8. Students will identify important composers, works, and performance practices throughout history.
9. Students will demonstrate familiarity with non-Western music through identification, analysis, and connection to other art forms.
10. Students will identify the elements of music in a varied repertoire of music.
11. Students will conduct and rehearse a varied repertoire of music.
12. Students will demonstrate proficiency in music theory.

**Program Requirements**

**Required Major Hours (71 hours)**

|          |   |    |
|----------|---|----|
| MIBS 150 | Introduction to Music Technology                        | 3  |
| MIBS 300 | Music Industry Business: Business and Entertainment Law | 3  |
| MIBS 410 | Music Industry Seminar                                  | 3  |
| MIBS 490 | Internship in Music Business                            | 12 |
| MUSC 105 | Music Theory I  | 3  |
| MUSC 106 | Music Theory II   | 3  |
| MUSC 107 | Aural Skills I  | 1  |
| MUSC 108 | Aural Skills II   | 1  |
| MUSC 205 | Music Theory III  | 3  |
| MUSC 206 | Music Theory IV   | 3  |
| MUSC 207 | Aural Skills III  | 1  |
| MUSC 208 | Aural Skills IV   | 1  |
| MUSC 235 | Music History I   | 3  |
| MUSC 236 | Music History II  | 3  |
| MUSC 247 | Conducting Fundamentals                                 | 1  |
| MUSC 446 | Choral Conducting OR                                    | 1  |
| MUSC 447 | Instrumental Conducting                                 | 1  |
|          | Music electives   | 6  |
|          | Primary Applied   | 11 |

|          |  |                 |
|----------|--|-----------------|
|          | Performance Group (one must be a small ensemble) | 9               |
| MUSC 190 | Concert/Recital Lab                              | 0 each semester |
| MUSC 191 | Concert/Recital Lab                              | 0 each semester |
| MUSC 290 | Concert/Recital Lab                              | 0 each semester |
| MUSC 291 | Concert/Recital Lab                              | 0 each semester |
| MUSC 390 | Concert/Recital Lab                              | 0 each semester |
| MUSC 391 | Concert/Recital Lab                              | 0 each semester |
| MUSC 490 | Concert/Recital Lab                              | 0 each semester |

**Secondary Applied (4 credit hours)****Non-vocal Concentration**

|          |                        |   |
|----------|------------------------|---|
| MUSC 250 | Vocal Techniques Class | 1 |
|          | OR                     |   |
|          | Applied Voice          | 1 |
|          | Secondary Applied      | 3 |

**Vocal Concentration**

|                   |   |
|-------------------|---|
| Secondary Applied | 4 |
|-------------------|---|

**Required Business Courses (21 hours)**

ECON 203 should be taken to satisfy one of the American Heritage General Education requirements. Students must make a grade of "C" or better in ECON 203 for it to count in the major; ECON 203 hours are counted in General Education requirements.

|          |  |   |
|----------|--|---|
| ACCT 213 | Accounting Principles I  | 3 |
| ACCT 214 | Accounting Principles II   | 3 |
| CISS 300 | Management Information Systems                                   | 3 |
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| ECON 204 | Principles of Economics II                                       | 3 |
| FINC 312 | Financial Management   | 3 |
| MGMT 316 | Principles of Management   | 3 |
| MRKT 300 | Principles of Marketing  | 3 |

Total Credit Hours: 96

**Additional Requirements for Transfer Majors**

None.

**Music Education, Bachelor of Music**

|  |           |
|--|-----------|
| REQUIRED MAJOR HOURS                     | 66        |
| REQUIRED MINOR HOURS                     | <u>26</u> |
| TOTAL PROGRAM HOURS                      | 92        |
| PREScribed COURSES ATTAINABLE IN GEN ED: |           |
| EDUC 450 - Student Teaching              |           |

The BM in Music Education at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

**Student Learning Outcomes**

Students who graduate with a major in Music Education will demonstrate:

1. the knowledge base of learning, methodologies, social content, and professional development needed to teach in a private or public school setting;
2. the ability to perform and utilize musical understanding in the classroom and performance arenas; and
3. the competencies required to obtain North Carolina teacher licensure for grades K-12 in the fields of general music, instrumental, and vocal music.

**Program Requirements****Required Major Hours (59 hours)**

|          |   |   |
|----------|---|---|
| MUSC 105 | Music Theory I                                  | 3 |
| MUSC 106 | Music Theory II                                 | 3 |
| MUSC 107 | Aural Skills I                                  | 1 |
| MUSC 108 | Aural Skills II                                 | 1 |
| MUSC 205 | Music Theory III                                | 3 |
| MUSC 206 | Music Theory IV                                 | 3 |
| MUSC 207 | Aural Skills III                                | 1 |
| MUSC 208 | Aural Skills IV                                 | 1 |
| MUSC 235 | Music History I                                 | 3 |
| MUSC 236 | Music History II                                | 3 |
| MUSC 245 | Brass and Percussion Class                      | 1 |
| MUSC 246 | Strings and Woodwinds Class                     | 1 |
| MUSC 247 | Conducting Fundamentals                         | 1 |
| MUSC 305 | Counterpoint                                    | 2 |
|          | OR  |   |
| MUSC 306 | Orchestration and Arranging                     | 2 |
|          | OR  |   |
| MUSC 405 | Form and Analysis                               | 2 |
| MUSC 347 | Elementary Music Education/Classroom Management | 3 |
| MUSC 348 | Secondary Music Education/Classroom Management  | 3 |
| MUSC 446 | Choral Conducting                               | 1 |

|          |  |                 |
|----------|--|-----------------|
| MUSC 447 | Instrumental Conducting  | 1               |
| MUSC 449 | Musical Understanding in 21st Century Schools Primary Applied Performance Group (one must be a small ensemble) | 3<br>12<br>9    |
| MUSC 190 | Concert/Recital Lab  | 0 each semester |
| MUSC 191 | Concert/Recital Lab  | 0 each semester |
| MUSC 290 | Concert/Recital Lab  | 0 each semester |
| MUSC 291 | Concert/Recital Lab  | 0 each semester |
| MUSC 390 | Concert/Recital Lab  | 0 each semester |
| MUSC 391 | Concert/Recital Lab  | 0 each semester |
| MUSC 490 | Concert/Recital Lab  | 0 each semester |

**Secondary Applied (4 credit hours)**

**Piano Concentration**

|       |   |
|-------|---|
| Organ | 2 |
| Voice | 2 |

**Organ Concentration**

|       |   |
|-------|---|
| Piano | 2 |
| Voice | 2 |

**Instrumental Concentration**

|       |   |
|-------|---|
| Piano | 3 |
|-------|---|

|          |   |        |
|----------|---|--------|
| MUSC 250 | Vocal Techniques Class OR Applied Voice | 1<br>1 |
|----------|---|--------|

**Vocal Concentration**

|       |   |
|-------|---|
| Piano | 4 |
|-------|---|

**Concentration Courses (3 credit hours)**

**Piano Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 455 | Piano Pedagogy        | 2 |

**Organ Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 459 | Organ Pedagogy        | 2 |

**Instrumental Concentration**

|          |                                     |   |
|----------|-------------------------------------|---|
| MUSC 248 | Marching Band Techniques            | 1 |
| MUSC 349 | Instrumental Methods and Literature | 2 |

**Vocal Concentration**

|          |                |   |
|----------|----------------|---|
| MUSC 257 | Voice Diction  | 1 |
| MUSC 457 | Vocal Pedagogy | 2 |

**Required Minor Hours (26 hours)**

**Professional Education Minor**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program. All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they student teach, ideally no later than the end of the first semester of the junior year. Additional requirements for the candidate for teacher licensure can be found in the School of Education's section (p. 164) of this Catalog.

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools              | 4  |
| EDUC 316 | Teaching Reading and Writing in the Content Areas | 3  |
| EDUC 350 | Diverse Populations in 21st Century Schools       | 4  |
| PSYC 303 | Educational Psychology                            | 3  |
| EDUC 450 | Student Teaching                                  | 12 |

**Subtotal: 92**

**Additional Requirements for Transfer Majors**

None.

**Worship Leadership, Bachelor of Music**

|   |             |
|---|-------------|
| REQUIRED MAJOR HOURS                              | 78          |
| REQUIRED MINOR HOURS                              | <u>NONE</u> |
| TOTAL PROGRAM HOURS                               | 78          |
| PREScribed COURSES Attainable in GEN ED: RELI 245 |             |

**Student Learning Outcomes**

Students who graduate with a major in Worship Leadership will:

1. recognize the aesthetic principles found in sacred music used for worship and Christian education;
2. demonstrate a continuing interest in the areas of music performance, worship, leadership, choral and instrumental conducting, and required communication skills; and
3. evaluate independently and critically concerning music, theology, and church music issues and their interrelationships.

**Program Requirements**

**Required Major Hours (68 hours)**

|          |                                  |   |
|----------|----------------------------------|---|
| MIBS 150 | Introduction to Music Technology | 3 |
| MUSC 105 | Music Theory I                   | 3 |
| MUSC 106 | Music Theory II                  | 3 |
| MUSC 107 | Aural Skills I                   | 1 |



|          |  |                 |
|----------|--|-----------------|
| MUSC 108 | Aural Skills II  | 1               |
| MUSC 205 | Music Theory III   | 3               |
| MUSC 206 | Music Theory IV  | 3               |
| MUSC 207 | Aural Skills III   | 1               |
| MUSC 208 | Aural Skills IV  | 1               |
| MUSC 235 | Music History I  | 3               |
| MUSC 236 | Music History II   | 3               |
| MUSC 247 | Conducting Fundamentals                                    | 1               |
| MUSC 257 | Voice Diction  | 1               |
|          |  |                 |
| MUSC 305 | Counterpoint   | 2               |
|          | OR   |                 |
| MUSC 306 | Orchestration and Arranging                                | 2               |
|          | OR   |                 |
| MUSC 405 | Form and Analysis  | 2               |
|          |  |                 |
| MUSC 365 | Instrumental Music in the Church                           | 3               |
| MUSC 366 | Choral Music in the Church                                 | 3               |
| MUSC 446 | Choral Conducting  | 1               |
| MUSC 464 | Worship in the Church                                      | 2               |
| MUSC 465 | Congregational Song  | 3               |
| MUSC 466 | Church Music Administration                                | 3               |
|          |  |                 |
| MUSC 467 | Church Music Seminar and Field Work                        | 3               |
|          | Primary Applied  | 12              |
|          | Performance Group (one must be MUSC 136 Handbell Ensemble) | 9               |
|          |  |                 |
| MUSC 190 | Concert/Recital Lab  | 0 each semester |
| MUSC 191 | Concert/Recital Lab  | 0 each semester |
| MUSC 290 | Concert/Recital Lab  | 0 each semester |
| MUSC 291 | Concert/Recital Lab  | 0 each semester |
| MUSC 390 | Concert/Recital Lab  | 0 each semester |
| MUSC 391 | Concert/Recital Lab  | 0 each semester |
| MUSC 490 | Concert/Recital Lab  | 0 each semester |

**Secondary Applied (7-8 credit hours)**

**Piano Concentration**

|       |   |
|-------|---|
| Organ | 2 |
| Voice | 5 |

**Organ Concentration**

|       |   |
|-------|---|
| Piano | 2 |
| Voice | 5 |

**Instrumental Concentration**

|       |   |
|-------|---|
| Piano | 4 |
| Voice | 4 |

**Vocal Concentration**

|  |   |
|--|---|
| Piano  | 4 |
| Applied elective, performance group, or combination of the two | 4 |

**Concentration Courses (2-3 credit hours)**

**Piano Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 455 | Piano Pedagogy        | 2 |

**Organ Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 459 | Organ Pedagogy        | 2 |

**Instrumental Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 450 | Instrumental Pedagogy | 2 |
|----------|-----------------------|---|

**Vocal Concentration**

|          |                |   |
|----------|----------------|---|
| MUSC 457 | Vocal Pedagogy | 2 |
|----------|----------------|---|

Total Credit Hours: 78

**Additional Requirements for Transfer Majors**

None.

**Music Performance, Bachelor of Music**

|                      |             |
|----------------------|-------------|
| REQUIRED MAJOR HOURS | 77          |
| REQUIRED MINOR HOURS | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 77          |

**Student Learning Outcomes**

Students who graduate with a major in Music Performance will:

1. demonstrate technical proficiency in the chosen concentration that enables a high level of artistic self expression in both solo and ensemble performance;
2. demonstrate musical understanding based on knowledge of music fundamentals and historical styles and the ability to use this understanding in aural, verbal, and visual analyses;
3. develop skill in composition and improvisation; and
4. develop familiarity with technological resources which can enhance research, composition, teaching, or performing.

**Program Requirements**

**Required Major Hours (67 hours)**

|          |                                  |   |
|----------|----------------------------------|---|
| MIBS 150 | Introduction to Music Technology | 3 |
| MUSC 105 | Music Theory I                   | 3 |
| MUSC 106 | Music Theory II                  | 3 |
| MUSC 107 | Aural Skills I                   | 1 |

|          |  |                 |
|----------|--|-----------------|
| MUSC 108 | Aural Skills II                                  | 1               |
| MUSC 205 | Music Theory III                                 | 3               |
| MUSC 206 | Music Theory IV                                  | 3               |
| MUSC 207 | Aural Skills III                                 | 1               |
| MUSC 208 | Aural Skills IV                                  | 1               |
| MUSC 211 | Sophomore Qualifying Recital                     | 1               |
| MUSC 235 | Music History I                                  | 3               |
| MUSC 236 | Music History II                                 | 3               |
| MUSC 247 | Conducting Fundamentals                          | 1               |
| MUSC 305 | Counterpoint                                     | 2               |
| MUSC 306 | Orchestration and Arranging                      | 2               |
| MUSC 312 | Junior Recital                                   | 2               |
| MUSC 405 | Form and Analysis                                | 2               |
| MUSC 413 | Senior Recital                                   | 3               |
| MUSC 453 | Performance Seminar                              | 1               |
|          | Primary Applied                                  | 18              |
|          | Performance Group (one must be a small ensemble) | 10              |
| MUSC 190 | Concert/Recital Lab                              | 0 each semester |
| MUSC 191 | Concert/Recital Lab                              | 0 each semester |
| MUSC 290 | Concert/Recital Lab                              | 0 each semester |
| MUSC 291 | Concert/Recital Lab                              | 0 each semester |
| MUSC 390 | Concert/Recital Lab                              | 0 each semester |
| MUSC 391 | Concert/Recital Lab                              | 0 each semester |
| MUSC 490 | Concert/Recital Lab                              | 0 each semester |

**Secondary Applied (4 hours)**

**Piano Concentration**

|       |   |
|-------|---|
| Organ | 2 |
| Voice | 2 |

**Non-piano Concentrations**

|       |   |
|-------|---|
| Piano | 4 |
|-------|---|

**Concentration Courses (6 hours)**

**Piano Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 426 | Piano Literature      | 3 |
| MUSC 455 | Piano Pedagogy        | 2 |

**Organ Concentration**

|          |                       |   |
|----------|-----------------------|---|
| MUSC 259 | Advanced Piano Skills | 1 |
| MUSC 427 | Organ Literature      | 3 |
| MUSC 459 | Organ Pedagogy        | 2 |

**Instrumental Concentration**

|          |                          |   |
|----------|--------------------------|---|
| MUSC 248 | Marching Band Techniques | 1 |
| MUSC 428 | Instrumental Literature  | 3 |
| MUSC 450 | Instrumental Pedagogy    | 2 |

*MUSC 248: Non-band instrumentalists may substitute an additional credit hour of performance group.*

**Vocal Concentration**

|          |                  |   |
|----------|------------------|---|
| MUSC 257 | Voice Diction    | 1 |
| MUSC 425 | Vocal Literature | 3 |
| MUSC 457 | Vocal Pedagogy   | 2 |

Total Credit Hours: 77

**Additional Requirements for Transfer Majors**

None.

**Music Minor**

**Required Minor Hours (18 hours)**

|          |   |                 |
|----------|---|-----------------|
| MUSC 105 | Music Theory I  | 3               |
| MUSC 106 | Music Theory II   | 3               |
| MUSC 107 | Aural Skills I  | 1               |
| MUSC 108 | Aural Skills II   | 1               |
|          | Four semesters of coursework chosen from MUSC 370-MUSC 386 Applied Music and/or Conducting* | 4               |
| MUSC 190 | Concert/Recital Lab   | 0 each semester |
| MUSC 191 | Concert/Recital Lab   | 0 each semester |

Total Credit Hours: 18

\*Jury is required. Four hours of applied music must be in the same area. Recital attendance is required (half of the number of recitals required for Music majors) during the semester in which applied music credit is being earned toward the minor.

The student must maintain an overall 2.00 GPA on all work counted toward the minor. A transfer student must complete at least nine hours of the required minor at Gardner-Webb.

**Department of Natural Sciences**

Department Chair: D. Campbell

**Faculty**

Professors: B. Brooks, S. Eddins, W. Hawkins, T. Jones, D. Judge, J. Oyugi, V. Totten, T. Zehnder  
 Associate Professor: D. Campbell  
 Assistant Professors: S. Manahan, M. Rowe, J. Zimmer  
 Instructor: S. Smith

**Mission Statement**

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

### Majors Field of Study

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

Biology  
Chemistry

### Minor Fields of Study

Biology  
Chemistry  
Environmental Science  
Forensic Science  
General Science  
Health Science  
Physical Science

## Biology, Bachelor of Science

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS   | 43-48       |
| REQUIRED MINOR HOURS   | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 43-48       |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>BIOL 111, CHEM 111, AND MATH 151 |             |

### Mission Statement

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

### Student Learning Outcomes

1. *Apply the scientific method to natural phenomena and information.*

1.1 Develop testable hypotheses to explain basic chemical and physical processes; and

1.2 Design and conduct experiments to evaluate the testable hypotheses.

2. *Identify, analyze, and apply key biological terms and concepts from molecules to cells to organisms to ecological systems, including evolutionary processes (components for each biology hierarchy include, but are not limited to, the following).*

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

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

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

1. Structure and function (physiology) of tissue, organ, and organ systems;
2. Catabolic and anabolic processes, including waste elimination;
3. Homeostasis;
4. Reproduction, differentiation, and development, including genetics; and
5. Ecological function and key interactions with the abiotic and biotic world.

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

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

2.5 Evolutionary Processes: Describe and analyze key processes that cause populations to change over time with respect to individual and population genotypes and phenotypes, leading to micro- and macroevolution. Key processes that drive evolution include, but are not limited to, the following:

1. Mutation;
2. Sexual reproduction;

3. Natural selection, which includes population variety, struggle for survival, and differential survival based on heritable traits;
  4. Speciation mechanisms, such as pre- and post-zygotic mechanisms and spatial and temporal separation of populations; and
  5. Long term geological, oceanographic, meteorological, and astronomical processes.
3. *Demonstrate proficiency with a variety of skills in the laboratory and field that are important to functioning in biological careers, or in advanced degrees.*

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

1. Gravimetric techniques;
2. Volumetric measurement and transfer;
3. Preparation of solutions;
4. Common measurements: pH, titrations; UV-Vis spectrophotometry; and
5. Common separation methods: chromatography (thin-layer).

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

1. Microscopy;
2. Electrophoresis; and
3. Dissection.

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

1. Taxonomic identification; and
2. Population sampling.

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

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

4. *Apply mathematical and statistical procedures and analyses to scientific data and information.*

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

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

5. *Analyze and effectively communicate biological information and analysis in written, visual, and oral formats.*

5.1 Write laboratory reports that include background, purpose, hypothesis, procedures, presentation of results, analysis of results, and conclusion; and

5.2 Present biological information and analysis in written, visual, and oral formats, demonstrating organization, understanding of scientific information by research, and professional and effective delivery style, language, and graphics.

**NOTE:** All majors must complete all General Education requirements. BIOL 111 General Biology and CHEM 111 General Chemistry must be taken in fulfillment of the Foundational Experiences and Stewardship components of the General Education curriculum. MATH151 must also be taken in fulfillment of the Foundational Experiences in the General Education curriculum. Students preparing for medical school, pharmacy school, or physical therapy school should take PHYS 203 and PHYS 204 in preparation for professional admissions tests. Taking PHYS 203 and PHYS 204 soon after taking MATH 151 is recommended.

Because of the sequence of required courses and the additional time requirements of labs, completing a double major or completing a degree in Biology after a late declaration of major may require more than eight semesters. In particular, it is highly recommended that Biology majors take CHEM 111 their first semester to be able to complete the CHEM 111 – CHEM 112 – CHEM 201 – CHEM 202 sequence in a timely manner.

## Program Requirements

### Required Major Hours (43 hours)

#### Animal Science (4 hours)

Choose one of the following.

|          |   |   |
|----------|---|---|
| BIOL 201 | Invertebrate Zoology                      | 4 |
| BIOL 202 | Vertebrate Zoology                        | 4 |
| BIOL 315 | General and Comparative Animal Physiology | 4 |

#### Plant Science (4 hours)

Choose one of the following.

|          |                   |   |
|----------|-------------------|---|
| BIOL 207 | General Botany    | 4 |
| BIOL 320 | Plant Systematics | 4 |

#### Molecular Science (4 hours)

Choose one of the following.

|                   |                      |   |
|-------------------|----------------------|---|
| BIOL 206          | General Microbiology | 4 |
| BIOL 301          | Genetics             | 4 |
| BIOL 352          | Cell Biology         | 4 |
| BIOL 411          | Immunology           | 4 |
| BIOL 422/CHEM 422 | Biochemistry         | 4 |

#### Ecology (4 hours)

|          |         |   |
|----------|---------|---|
| BIOL 402 | Ecology | 4 |
|----------|---------|---|

#### Biology Seminar (3 hours)

|                       |  |   |
|-----------------------|--|---|
| BIOL 291/<br>CHEM 291 | Professional Readiness in Natural Sciences |   |
| BIOL 391              | Biology Seminar I                          | 1 |

BIOL 491 Biology Seminar II 1

BIOL291 is either a prerequisite or corequisite of BIOL391.

**Biology Electives (12 hours)\***

Three or more biology courses at or above the 200 level 12

*\*HONR 400 and/or HONR 401 may be used for three hours of this requirement when the research and thesis topics are appropriate.*

**Chemistry (12 hours)\***

CHEM 112 General Chemistry II 4  
CHEM 201 Organic Chemistry I 4  
CHEM 202 Organic Chemistry II 4

CHEM 112 and CHEM 201 will be considered as satisfactorily completed with a grade of "C" or better. CHEM 202 and MATH 151 will be considered as satisfactorily completed if students earn a passing (i.e., "D-" or better) grade.

\*Biology majors electing to complete a Chemistry minor will earn credit for CHEM 112, CHEM 201, and CHEM 202 as part of that minor. Biology majors electing to complete a Forensics minor will earn credit for CHEM 112 as part of that minor. Biology majors electing to complete an Environmental Science minor will earn credit for CHEM 112 as part of that minor.

**Biology Major, Biomedical Sciences Concentration (46-48 hours)**

Students pursuing the Biomedical Concentration within the Biology major must take BIOL 111 General Biology and CHEM 111 General Chemistry I in the Foundations and Stewardship components of the General Education curriculum. Either MATH105 Fundamentals of Statistics and Probability or MATH151 Calculus I must also be taken in the Foundations component of the General Education curriculum, and the other must be taken as part of the major. PSYC 201 General Psychology should be taken as an elective by pre-professional students. Students preparing for medical school, pharmacy school, or physical therapy school should take PHYS 203 and PHYS 204 in preparation for professional admissions tests. Taking PHYS 203 and PHYS 204 soon after taking MATH 151 is recommended.

**Anatomy and Physiology (8 hours)**

BIOL 203 Human Anatomy and Physiology I 4  
BIOL 204 Human Anatomy and Physiology II 4

**Molecular Sciences (8 hours)**

BIOL 352 Cell Biology 4  
BIOL 422/CHEM 422 Biochemistry 4

**Animal or Plant Science (4 hours)**

Choose one of the following.

BIOL 201 Invertebrate Zoology 4  
BIOL 202 Vertebrate Zoology 4  
BIOL 207 General Botany 4  
BIOL 315 General and Comparative Animal Physiology 4  
BIOL 320 Plant Systematics 4

**Biology Seminar (3 hours)**

BIOL 291/ Professional Readiness in Natural Sciences 1  
CHEM 291 Natural Sciences 1  
BIOL 391 Biology Seminar I 1  
BIOL 491 Biology Seminar II 1

**Biology Electives (7-8 hours)**

Choose two of the following.

BIOL 206 General Microbiology 4  
BIOL 301 Genetics 4  
BIOL 310 Nutrition 4  
BIOL 335 Pathophysiology 3  
BIOL 402 Ecology 4  
BIOL 404 Developmental Biology 4  
BIOL 411 Immunology 4

**Math, Chemistry, and Medical Terminology (16-17 hours)\***

BIOL 222 Medical Terminology 1  
CHEM 112 General Chemistry II 4  
CHEM 201 Organic Chemistry I 4  
CHEM 202 Organic Chemistry II 4  
MATH 105 Fundamentals of Statistics and Probability 3  
MATH 151 Calculus I 4

A grade of "C" or better is required in these courses.

\*Biology majors electing to complete a Chemistry minor will earn credit for CHEM 112, CHEM 201, and CHEM 202 as part of that minor. Biology majors electing to complete a Forensics minor will earn credit for CHEM 112 as part of that minor. Biology majors electing to complete an Environmental Science minor will earn credit for CHEM 112 as part of that minor. Students in Biomedical Sciences concentration must take both MATH 105 and MATH 151, one as a General Education Foundations requirement and the other in the major.

Total Credit Hours: 43

**Additional Requirements for Transfer Majors**

None.

## Chemistry, Bachelor of Science

REQUIRED MAJOR HOURS 51-64

REQUIRED MINOR HOURS NONE

TOTAL PROGRAM HOURS 51-64

PRESCRIBED GENERAL EDUCATION COURSES:  
BIOL 104 OR BIOL 111, CHEM 111, and MATH 151

*The number of hours in the traditional Chemistry major is 51. For students pursuing the pre-professional concentration, the number of hours is 64.*

### Mission Statement

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

### Student Learning Outcomes

#### 1. Apply the scientific method to chemical problems

1.1 Develop testable hypotheses to explain basic chemical and physical processes;

1.2 Design experiments to evaluate testable hypotheses; and

1.3 Evaluate use of scientific method in chemical literature.

#### 2. Use knowledge of chemical reactivity to synthesize and characterize organic and inorganic compounds

2.1 Synthesize and characterize an organic compound; and

2.2 Synthesize and characterize an inorganic compound.

#### 3. Recognize physical laws and properties as they relate to chemical systems

3.1 Apply principles of thermodynamics to critically analyze chemical equilibria, electrochemistry, phase transitions;

3.2 State concise physical interpretations for the application of the mathematical solutions to chemical systems; and

3.3 Interpret and discuss physical phenomena based on the principles of quantum mechanics.

#### 4. Analyze substances using contemporary laboratory instrumentation and classical chemical techniques

4.1 Utilize titrations for quantitative analysis of unknowns;

4.2 Use spectrometric techniques for qualitative and quantitative analysis of compounds and ions; and

4.3 Characterize organic or inorganic compounds using spectroscopy.

#### 5. Make quantitative measurements based on chemical processes

5.1 Calculate molar quantities based on chemical reactions; and

5.2 Calculate limiting reagent and theoretical yield for chemical reactions.

#### 6. Review and synthesize concepts from the chemical literature

6.1 Identify primary sources in the chemical literature;

6.2 Summarize findings reported in primary sources in the chemical literature through written assignments;

6.3 Communicate concepts from the chemical literature through oral presentations; and

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

Note: Because of the sequence of required courses and the additional time requirements of labs, completing a double major or completing a degree in Chemistry after a late declaration of major may require more than eight semesters. In particular, Chemistry majors should take CHEM 111 their first semester to be able to complete the CHEM 111 – CHEM 112 – CHEM 201 – CHEM 202 sequence in a timely manner.

### Program Requirements

#### Required Major Hours (28 hours)

|          |                       |   |
|----------|-----------------------|---|
| CHEM 201 | Organic Chemistry I   | 4 |
| CHEM 202 | Organic Chemistry II  | 4 |
| CHEM 301 | Analytical Chemistry  | 4 |
| CHEM 302 | Instrumental Analysis | 4 |
| CHEM 351 | Inorganic Chemistry   | 4 |
| CHEM 401 | Physical Chemistry I  | 4 |
| CHEM 402 | Physical Chemistry II | 4 |

#### Chemistry Seminar (3 hours)

|                   |  |   |
|-------------------|--|---|
| CHEM 291/BIOL 291 | Professional Readiness in Natural Sciences |   |
| CHEM 391          | Chemistry Seminar                          | 1 |
| CHEM 491          | Chemistry Seminar                          | 1 |

#### Elective (4 hours)

Choose one of the following.

|          |                         |   |
|----------|-------------------------|---|
| CHEM 310 | Environmental Chemistry | 4 |
|----------|-------------------------|---|

|                   |                              |     |
|-------------------|------------------------------|-----|
| CHEM 380          | Forensic Chemistry           | 4   |
| CHEM 405          | Topics in Advanced Chemistry | 1-4 |
| CHEM 420          | Aquatic Chemistry            | 4   |
| CHEM 422/BIOL 422 | Biochemistry                 | 4   |

**Other Required Courses (16 hours)\***

|          |   |   |
|----------|---|---|
| CHEM 112 | General Chemistry II                            | 4 |
| MATH 152 | Calculus II                                     | 4 |
| PHYS 203 | General Physics for Scientists and Engineers I  | 4 |
| PHYS 204 | General Physics for Scientists and Engineers II | 4 |

CHEM 112 will be considered as satisfactorily completed if students earn a grade of "C" or better. MATH 152, PHYS 203, and PHYS 204 will be considered as satisfactorily completed if students earn a passing (i.e., "D-" or better) grade.

\*Chemistry majors electing to complete a Forensics minor will earn credit for CHEM 112 as part of that minor. Chemistry majors electing to complete an Environmental Science minor will earn credit for CHEM 112 as part of that minor.

**Chemical Medical Sciences Concentration (13 additional hours)**

The general pre-professional concentration is designed for students interested in pursuing careers in medicine, pharmacy, and dentistry within the context of a chemistry major. Specific professional programs may require additional courses. Students pursuing this Concentration must meet all requirements of the Chemistry major plus the courses listed below. CHEM 422 Biochemistry must be chosen as the Chemistry major elective course in order to meet requirements of this Concentration. PSYC 201 is recommended as an elective for students pursuing a career in health-related fields.

**Required Concentration Hours (9 hours)**

|          |                                 |   |
|----------|---------------------------------|---|
| BIOL 203 | Human Anatomy and Physiology I  | 4 |
| BIOL 204 | Human Anatomy and Physiology II | 4 |
| BIOL 222 | Medical Terminology             | 1 |

Students pursuing this Concentration must earn a grade of "C" or better in all the BIOL courses in order to meet requirements.

**Elective (4 hours)**

|          |                      |   |
|----------|----------------------|---|
| BIOL 206 | General Microbiology | 4 |
| BIOL 301 | Genetics             | 4 |
| BIOL 352 | Cell Biology         | 4 |
| BIOL 411 | Immunology           | 4 |

*Students pursuing this Concentration must earn a grade of "C" or better in the BIOL course elective in order to meet requirements.*

**Additional Requirements for Transfer Majors**

None.

**Second Major**

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

**Biology Minor**

The Biology minor contains courses with specific prerequisites; therefore, please refer to the individual course listings to determine if prerequisites apply to a specific course and when these courses are offered by the Department.

**Required Course (4 hours)**

|          |                 |   |
|----------|-----------------|---|
| BIOL 111 | General Biology | 4 |
|----------|-----------------|---|

BIOL 111 is a prerequisite for other courses and students seeking this minor should take it as soon as possible in their course of study.

**Animal or Plant Science (4 hours)**

Choose one of the following.

|          |   |   |
|----------|---|---|
| BIOL 201 | Invertebrate Zoology                      | 4 |
| BIOL 202 | Vertebrate Zoology                        | 4 |
| BIOL 203 | Human Anatomy and Physiology I            | 4 |
| BIOL 204 | Human Anatomy and Physiology II           | 4 |
| BIOL 207 | General Botany                            | 4 |
| BIOL 315 | General and Comparative Animal Physiology | 4 |
| BIOL 320 | Plant Systematics                         | 4 |
| BIOL 402 | Ecology                                   | 4 |

**Molecular Science (4 hours)**

Choose one of the following.

|                   |                      |   |
|-------------------|----------------------|---|
| BIOL 206          | General Microbiology | 4 |
| BIOL 301          | Genetics             | 4 |
| BIOL 352          | Cell Biology         | 4 |
| BIOL 411          | Immunology           | 4 |
| BIOL 422/CHEM 422 | Biochemistry         | 4 |

**Elective (4 hours)**

Students should select any additional four-hour biology course at or above the 200-level.

Total Credit Hours: 16

CHEM 380 Forensic Chemistry 4

## Chemistry Minor

*CHEM 111 General Chemistry I is a prerequisite course and should be taken as part of the General Education requirements by students interested in a Chemistry minor.*

### Required Courses (20 hours)

|          |                        |   |
|----------|------------------------|---|
| CHEM 112 | General Chemistry II   | 4 |
| CHEM 201 | Organic Chemistry I    | 4 |
| CHEM 202 | Organic Chemistry II   | 4 |
|          | Two 300-level or above | 8 |
|          | CHEM electives         |   |

Total Credit Hours: 20

## Environmental Science Minor

*BIOL 111 General Biology and CHEM 111 General Chemistry I are prerequisites and should be taken as part of the General Education requirements by students interested in the Environmental Science minor.*

### Required Courses (16 hours)

|          |                              |   |
|----------|------------------------------|---|
| BIOL 104 | Environment                  | 4 |
| GEOL 105 | Oceanography and Meteorology | 4 |
| CHEM 112 | General Chemistry II         | 4 |
| CHEM 310 | Environmental Chemistry      | 4 |

### Elective Course (4 hours)

Choose one of the following.

|          |                       |   |
|----------|-----------------------|---|
| GEOL 101 | Physical Geology      | 4 |
| GEOL 106 | Environmental Geology | 4 |

Total Credit Hours: 20

## Forensic Science Minor

*BIOL 111 General Biology and CHEM 111 General Chemistry I are prerequisites and should be taken as part of the General Education requirements by students interested in the Forensic Science minor. Courses taken in the minor may not be counted toward another minor or as a Chemistry or Biology elective in a major.*

### Required Courses (15 hours)

|          |                             |   |
|----------|-----------------------------|---|
| CJAD 380 | Crime Scene Investigation I | 3 |
| BIOL 206 | General Microbiology        | 4 |
| CHEM 112 | General Chemistry II        | 4 |

## General Science Minor

Total Credit Hours: 15

### Required Courses (20 hours)

|          |  |   |
|----------|--|---|
| CHEM 103 | Introductory Chemistry   | 4 |
| GEOL 101 | Physical Geology   | 4 |
| PHYS 103 | Physics in Everyday Life   | 4 |
|          | 200-level or above BIOL elective   | 4 |
|          | Four-hour departmental elective (above the General Education science requirements) | 4 |

Total Credit Hours: 20

## Health Science Minor

*BIOL 111 General Biology and CHEM 111 General Chemistry I are prerequisites and should be taken as part of the General Education requirements by students interested in the Health Science Minor.*

### Required Courses (9 hours)

|          |                                 |   |
|----------|---------------------------------|---|
| BIOL 203 | Human Anatomy and Physiology I  | 4 |
| BIOL 204 | Human Anatomy and Physiology II | 4 |
| BIOL 222 | Medical Terminology             | 1 |

### Elective (3-4 hours)

|          |  |   |
|----------|--|---|
| BIOL 310 | Nutrition                              | 4 |
| EXSI 224 | Nutrition for Wellness and Performance | 3 |

### Elective (4 hours)

|          |                                      |   |
|----------|--------------------------------------|---|
| BIOL 105 | Microbiology for the Health Sciences | 4 |
| BIOL 206 | General Microbiology                 | 4 |

Total Credit Hours: 16-17

## Physical Science Minor

*MATH 151 is a prerequisite course for PHYS 203 and should be taken as part of the General Education requirements by students interested in the Physical Science Minor.*



**Required Courses (8 hours)**

|          |  |   |
|----------|--|---|
| CHEM 111 | General Chemistry I                            | 4 |
| PHYS 203 | General Physics for Scientists and Engineers I | 4 |

**Elective (4 hours)**

Choose one of the following.

|          |                              |   |
|----------|------------------------------|---|
| GEOL 101 | Physical Geology             | 4 |
| GEOL 105 | Oceanography and Meteorology | 4 |

**Elective (4 hours)**

Choose one of the following.

|          |   |   |
|----------|---|---|
| CHEM 112 | General Chemistry II                            | 4 |
| GEOL 102 | Historical Geology                              | 4 |
| PHYS 104 | Astronomy                                       | 4 |
| PHYS 204 | General Physics for Scientists and Engineers II | 4 |

Total Credit Hours: 16

**Department of Public Service**

Chair: B. Cox

**Faculty**

Associate Professor: B. Cox

Assistant Professors: E. Cook, S. Gambill

Instructor: H. Craig

Military Science Coordinator/ROTC Director: M. Meissner

**Mission Statement**

The mission of the program is to provide students with courses that support a liberal arts, interdisciplinary education that instills critical thinking, writing skills, social interaction, career readiness, personal reflection, compassion, and empathy for solving domestic, legal, political, and social problems. The major is designed to produce graduates who have a passion for public service and learning in the context of a Christian environment. While developing knowledge in social and legal areas, graduates will be well prepared to address the 21st century domestic and global criminal justice and public safety issues in specialized careers in local, state, and federal criminal justice systems.

**Major Field of Study**

Criminal Justice Administration

**Minor Fields of Study**

Criminal Justice Administration

Homeland Security

Military Science

**Criminal Justice Administration, Bachelor of Science**

|  |              |
|--|--------------|
| REQUIRED MAJOR HOURS                     | 36           |
| REQUIRED MINOR HOURS                     | <u>15-20</u> |
| TOTAL PROGRAM HOURS                      | 51-56        |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE         |

**Student Learning Outcomes**

Graduates of the Criminal Justice Administration program will:

1. Evaluate significant criminal justice issues facing society and demonstrate a professional competency which includes major social, political, and historical context of America and various world cultures both past and present;
2. Demonstrate competence in understanding how the issues of race, diversity, and poverty impact the areas of criminal justice, sociology, and political science;
3. Apply racial, diversity, poverty, and social deviance theoretical foundations to their law enforcement practices and responsibilities;
4. Demonstrate the organizational behavior skills in intellectual, social, and political areas needed to function effectively in the 21st century law enforcement profession;
5. Explain and employ a depth of subject content of criminal justice practices within the system which will establish a strong foundation to support immediate entry level into the profession;
6. Demonstrate effective research skills, which include quantitative and qualitative data gathering and analysis, relative to the criminal justice profession;
7. Demonstrate the ability to identify, analyze evidence, and present issues to criminal justice practitioners and judicial officials; and
8. Incorporate professional values within ethical and legal guidelines of criminal justice administration, and explain the importance of personal responsibility and accountability for professional law enforcement practices and ethical decision making.

**Program Requirements**

NOTE: Internship(s) or field experience(s) are highly recommended. All prerequisites for elective courses must be satisfied. When a student adds a second major or minor, this decision needs to be made in consultation with the faculty advisor.

**Required Major Hours (30 hours)**

|          |                                 |   |
|----------|---------------------------------|---|
| CJAD 205 | Criminal Justice Administration | 3 |
|----------|---------------------------------|---|

|          |  |   |
|----------|--|---|
| CJAD 210 | Criminal Law                                     | 3 |
| CJAD 230 | Criminal Justice Procedures - Law and Practice   | 3 |
| CJAD 320 | Ethics in Criminal Justice                       | 3 |
| CJAD 420 | Administrative Decision Making for Public Safety | 3 |
| CJAD 430 | Criminal Justice Theory and Research             | 3 |
| POLS 320 | Constitutional Law I: Structure and Institution  | 3 |
| SOCI 313 | Sociology of Deviant Behavior                    | 3 |
| SOCI 400 | Minority Groups                                  | 3 |
| SOCI 411 | Criminology                                      | 3 |

**Electives (6 hours)**

Choose six hours from the following.

|          |  |      |
|----------|--|------|
| CJAD 380 | Crime Scene Investigation I                              | 3    |
| CJAD 400 | Special Topics in Public Safety                          | 3    |
| CJAD 410 | Philosophy of Criminal Justice                           | 3    |
| CJAD 425 | American Corrections                                     | 3    |
| CJAD 426 | Civil Liability for Public Service Officials             | 3    |
| CJAD 440 | Trends in Criminal Justice                               | 3    |
| CJAD 450 | International Issues in Public Safety                    | 3    |
| CJAD 460 | Cybercrime   | 3    |
| CJAD 470 | Terrorism and Intelligence                               | 3    |
| CJAD 475 | Organized Crime  | 3    |
| CJAD 480 | Crime Scene Investigation II                             | 3    |
| CJAD 497 | Public Safety Internship I                               | 3    |
| CJAD 498 | Public Safety Internship II                              | 3    |
| CJAD 499 | Criminal Justice Field Experience                        | 1-12 |
| POLS 314 | The Courts   | 3    |
| ACCT 430 | Forensic Accounting                                      | 3    |
| POLS 324 | Constitutional Law II: Bill of Rights and 14th Amendment | 3    |
| PSYC 401 | Psychopathology  | 3    |
| SOCI 415 | Juvenile Delinquency                                     | 3    |
| CJAD 495 | Independent Study I                                      | 3    |
| CJAD 496 | Independent Study II                                     | 3    |

**Required Minor Hours (15-20 hours)**

A minor selected from any of the University's offerings.

Total Credit Hours: 51-56

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete Old and New Testament. Transfer students who enroll and meet articulation do not have to meet the World Language requirement.

**Criminal Justice Administration Minor**

**Required Courses (9 hours)**

|          |  |   |
|----------|--|---|
| CJAD 205 | Criminal Justice Administration                | 3 |
| CJAD 210 | Criminal Law                                   | 3 |
| CJAD 230 | Criminal Justice Procedures - Law and Practice | 3 |

**Electives (9 hours)**

Choose three of the following.

|          |  |   |
|----------|--|---|
| CJAD 320 | Ethics in Criminal Justice                               | 3 |
| CJAD 420 | Administrative Decision Making for Public Safety         | 3 |
| CJAD 430 | Criminal Justice Theory and Research                     | 3 |
| CJAD 380 | Crime Scene Investigation I                              | 3 |
| CJAD 410 | Philosophy of Criminal Justice                           | 3 |
| CJAD 425 | American Corrections                                     | 3 |
| CJAD 426 | Civil Liability for Public Service Officials             | 3 |
| CJAD 440 | Trends in Criminal Justice                               | 3 |
| CJAD 450 | International Issues in Public Safety                    | 3 |
| CJAD 460 | Cybercrime   | 3 |
| CJAD 470 | Terrorism and Intelligence                               | 3 |
| CJAD 475 | Organized Crime  | 3 |
| CJAD 480 | Crime Scene Investigation II                             | 3 |
| CJAD 495 | Independent Study I                                      | 3 |
| CJAD 496 | Independent Study II                                     | 3 |
| ACCT 430 | Forensic Accounting                                      | 3 |
| POLS 314 | The Courts   | 3 |
| POLS 320 | Constitutional Law I: Structure and Institution          | 3 |
| POLS 324 | Constitutional Law II: Bill of Rights and 14th Amendment | 3 |
| PSYC 401 | Psychopathology  | 3 |
| SOCI 313 | Sociology of Deviant Behavior                            | 3 |
| SOCI 400 | Minority Groups  | 3 |
| SOCI 411 | Criminology  | 3 |
| SOCI 415 | Juvenile Delinquency                                     | 3 |

Total Credit Hours: 18

**Homeland Security Minor**

**Required Courses (12 hours)**

|          |                                 |   |
|----------|---------------------------------|---|
| CJAD 205 | Criminal Justice Administration | 3 |
|          | OR                              |   |
| CJAD 410 | Philosophy of Criminal Justice  | 3 |

|          |                                       |   |
|----------|---------------------------------------|---|
| CJAD 450 | International Issues in Public Safety | 3 |
| CJAD 460 | Cybercrime                            | 3 |
| CJAD 470 | Terrorism and Intelligence            | 3 |

*CJAD 205 requires approval of the Department Chair.*

**Electives (6-7 hours)**

Choose six or seven hours of the following courses.

|          |  |   |
|----------|--|---|
| CJAD 210 | Criminal Law                                     | 3 |
| CJAD 230 | Criminal Justice Procedures - Law and Practice   | 3 |
| CJAD 320 | Ethics in Criminal Justice                       | 3 |
| CJAD 380 | Crime Scene Investigation I                      | 3 |
| CJAD 420 | Administrative Decision Making for Public Safety | 3 |
| CJAD 425 | American Corrections                             | 3 |
| CJAD 426 | Civil Liability for Public Service Officials     | 3 |
| CJAD 430 | Criminal Justice Theory and Research             | 3 |
| CJAD 475 | Organized Crime                                  | 3 |
| CJAD 480 | Crime Scene Investigation II                     | 3 |
| ACCT 430 | Forensic Accounting                              | 3 |
| PSYC 493 | Seminar in Psychology                            | 3 |
| CHEM 380 | Forensic Chemistry                               | 4 |
| PSYC 401 | Psychopathology                                  | 3 |

Courses can only be counted once in the major or minor. Prerequisites for all courses requiring them must be met prior to enrolling in the course that requires the prerequisites. See course descriptions for prerequisite requirements.

Total Credit Hours: 18-19

**Military Science Minor**

The Military Science minor provides students with a foundation in military history and principles of military leadership. It is designed as an option for students participating in the University's Army ROTC program (p. 69).

**Program Requirements**

**(18 Hours)**

|           |   |   |
|-----------|---|---|
| MSCI 311  | Adaptive Tactical Leadership            | 3 |
| MSCI 311L | Adaptive Tactical Leadership Lab        | 1 |
| MSCI 312  | Leadership in Changing Environments     | 3 |
| MSCI 312L | Leadership in Changing Environments Lab | 1 |
| MSCI 330  | American Military History               | 3 |
| MSCI 411  | Developing Adaptive Leaders             | 3 |
| MSCI 411L | Developing Adaptive Leaders Lab         | 1 |

|          |                               |   |
|----------|-------------------------------|---|
| MSCI 412 | Leadership in a Complex World | 3 |
|----------|-------------------------------|---|

**Subtotal: 18**

Proper credit for any of the following cross-listed courses can be used to satisfy the Military History requirement of the Military Science minor that is normally filled by MSCI 330: American Military History.

HIST 318 (p. 387)/MSCI 318 Civil War and Reconstruction

HIST 383 (p. 388)/MSCI 383 The Second World War

HIST 431 (p. 388)/MSCI 431 Special Topics in American History- Vietnam

**Department of Religious Studies and Philosophy**

Department Chair: S. Shauf

**Faculty**

Professors: D. Berry, K. Blevins, P. Hildreth, B. Leslie, P. Qualls, S. Shauf, E. Stepp  
 Assistant Professors: A. Sieges-Beal, T. Jessup

**Mission Statement**

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

**Major Fields of Study**

Christian Studies, with the following concentration options:

- Biblical Studies
- Discipleship Studies
- Youth Discipleship Studies
- Philosophy and Theology
- Missiology

**Minor Fields of Study**

- Biblical Studies
- Biblical Languages
- Discipleship Studies
- Youth Discipleship Studies
- Philosophy and Ethics
- Missiology
- Christian History
- Religious Studies
- Sports Ministry

**General Information**

The Department of Religious Studies and Philosophy requires 50 hours of courses beyond General Education requirements.

All majors in the Department take RELI 300 (Old Testament) and RELI 301 (New Testament) or equivalents as part of the General Education requirement. RELI 300 and RELI 301 are required in order for students to take upper-level Bible classes and are recommended before taking other upper-level courses in the Department.

All majors are required to take RELI 201 (Introduction to Religious and Theological Studies) as soon as possible after declaring a major in the Department. Additionally, all majors are required to take the following four foundational Departmental courses:

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

These 14 hours of foundational courses above will be combined with a three-hour seminar requirement, a three-hour practicum or internship, 24 hours in a chosen concentration, and six hours of departmental electives for a total of 50 hours to complete the major.

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

### Christian Studies Major

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 50          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 50          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |             |
| RELI 245, RELI 354                       |             |

The Christian Studies major will prepare students for careers in service to God and humanity through the study of the Christian scriptures, engagement with Christian traditions, the sharpening of students' minds, and experiences in Christian ministry.

### Student Learning Outcomes

Students will demonstrate:

1. Basic knowledge in the four core areas of philosophy, theology, Christian history, and spiritual formation;
2. Evidence of understanding the key ideas of the student's chosen concentration, one of the following: Biblical Studies, Discipleship Studies, Youth Discipleship Studies, Missiology, or Philosophy & Theology;
3. The ability to do research and critical analysis in religious studies and philosophy;
4. The ability to give clear, substantive oral and written reports in religious studies and philosophy.

### Program Requirements

#### Required Major Hours (17 hours)

|          |   |   |
|----------|---|---|
| RELI 201 | Introduction to Religious and Theological Studies | 2 |
| PHIL 200 | Introduction to Philosophy                        | 3 |
| RELI 271 | Spiritual Formation                               | 3 |
| RELI 321 | Introduction to Christian History                 | 3 |
| RELI 333 | Christian Theology                                | 3 |
| RELI 490 | Senior Seminar                                    | 3 |

#### Practicum Internship (Choose one; 3 hours)

|          |            |   |
|----------|------------|---|
| RELI 358 | Practicum  | 3 |
| RELI 397 | Internship | 3 |

#### Concentration (24 hours)

Students choose one of the following five concentrations (requirements given below):

- Biblical Studies
- Discipleship Studies
- Missiology
- Philosophy and Theology
- Youth Discipleship Studies

#### Department Electives (Choose two; 6 hours)

Choose two courses from the upper-level departmental options.

**Subtotal: 50**

### Concentration in Biblical Studies

The concentration in Biblical Studies will provide students with a deeper understanding of the Old and New Testaments. Students will also study Greek and Hebrew and the contexts in which the biblical text was shaped.

#### Biblical Studies/Old Testament (Choose two; 6 hours)

|          |                        |   |
|----------|------------------------|---|
| RELI 302 | The Sacred Writings    | 3 |
| RELI 303 | Old Testament Prophets | 3 |
| RELI 306 | Old Testament Theology | 3 |

|   |                                  |   |
|---|----------------------------------|---|
| RELI 307  | Studies in the Pentateuch        | 3 |
| <b>Biblical Studies/New Testament (Choose two; 6 hours)</b> |                                  |   |
| RELI 311  | Synoptic Gospels                 | 3 |
| RELI 312  | Life and Letters of Paul         | 3 |
| RELI 314  | New Testament Theology           | 3 |
| RELI 316  | The Writings of John             | 3 |
| RELI 317  | The General Epistles and Hebrews | 3 |

**Language Requirement (9 hours)**

Either GREK 101 or HEBR 101 is to be taken as a part of the General Education requirements.

|          |                                   |   |
|----------|-----------------------------------|---|
| GREK 101 | Elementary New Testament Greek I  | 3 |
| GREK 102 | Elementary New Testament Greek II | 3 |
| HEBR 101 | Elementary Hebrew I               | 3 |
| HEBR 102 | Elementary Hebrew II              | 3 |

**Biblical Studies/Judaism (Choose one; 3 hours)**

Any course listed under Biblical Studies/Old Testament or Biblical Studies/New Testament

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 310 | Selected Topics in Biblical Studies | 3 |
| RELI 349 | Introduction to Judaism             | 3 |
| RELI 351 | Biblical Backgrounds                | 3 |
| RELI 352 | Biblical Interpretation             | 3 |

**Concentration in Discipleship Studies**

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

**Biblical Studies/Old Testament (Choose one; 3 hours)**

|          |                           |   |
|----------|---------------------------|---|
| RELI 302 | The Sacred Writings       | 3 |
| RELI 303 | Old Testament Prophets    | 3 |
| RELI 306 | Old Testament Theology    | 3 |
| RELI 307 | Studies in the Pentateuch | 3 |

**Biblical Studies/New Testament (Choose one; 3 hours)**

|          |                                  |   |
|----------|----------------------------------|---|
| RELI 311 | Synoptic Gospels                 | 3 |
| RELI 312 | Life and Letters of Paul         | 3 |
| RELI 314 | New Testament Theology           | 3 |
| RELI 316 | The Writings of John             | 3 |
| RELI 317 | The General Epistles and Hebrews | 3 |

**Discipleship Required Courses (6 hours)**

|          |   |   |
|----------|---|---|
| RELI 370 | History and Philosophy of Religious Education | 3 |
| RELI 373 | Church Leadership                             | 3 |

**Discipleship Electives (Choose three; 9 hours)**

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 374 | Preschool and Children Discipleship | 3 |
|----------|-------------------------------------|---|

|          |                             |   |
|----------|-----------------------------|---|
| RELI 375 | Youth Discipleship          | 3 |
| RELI 376 | Advanced Youth Discipleship | 3 |
| RELI 377 | Adult Discipleship          | 3 |

**Psychology (3 hours)**

|          |                          |   |
|----------|--------------------------|---|
| PSYC 206 | Developmental Psychology | 3 |
|----------|--------------------------|---|

**Concentration in Missiology**

The major in Missiology provides an opportunity to explore the field of Christian Mission. The biblical, historical, and practical foundation for Missiology will enable students to discover how they might interact effectively with people from a variety of cultural and religious backgrounds.

**Missiology (Choose four; 12 hours)**

|          |  |   |
|----------|--|---|
| RELI 243 | Growth and Revival in the Christian Church | 3 |
| RELI 326 | Introduction to Missiology                 | 3 |
| RELI 328 | Global Christianity                        | 3 |
| RELI 329 | Cross-Cultural Missiology                  | 3 |
| RELI 378 | Contemporary Religious Movements           | 3 |

**World Religions (Choose two; 6 hours)**

|          |                              |   |
|----------|------------------------------|---|
| RELI 347 | Religions of India           | 3 |
| RELI 348 | Religions of China and Japan | 3 |
| RELI 349 | Introduction to Judaism      | 3 |
| RELI 350 | Introduction to Islam        | 3 |

**Biblical Studies (Choose one; 3 hours)**

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 302 | The Sacred Writings                 | 3 |
| RELI 303 | Old Testament Prophets              | 3 |
| RELI 306 | Old Testament Theology              | 3 |
| RELI 307 | Studies in the Pentateuch           | 3 |
| RELI 310 | Selected Topics in Biblical Studies | 3 |
| RELI 311 | Synoptic Gospels                    | 3 |
| RELI 312 | Life and Letters of Paul            | 3 |
| RELI 314 | New Testament Theology              | 3 |
| RELI 316 | The Writings of John                | 3 |
| RELI 317 | The General Epistles and Hebrews    | 3 |
| RELI 352 | Biblical Interpretation             | 3 |

**Discipleship Studies (Choose one; 3 hours)**

|          |   |   |
|----------|---|---|
| RELI 370 | History and Philosophy of Religious Education | 3 |
| RELI 373 | Church Leadership                             | 3 |
| RELI 374 | Preschool and Children Discipleship           | 3 |
| RELI 375 | Youth Discipleship                            | 3 |
| RELI 377 | Adult Discipleship                            | 3 |

**Concentration in Philosophical and Theological**

## Studies

The concentration in Philosophical and Theological Studies will help the student identify and develop, within the context of a supportive Christian academic community, the analytical abilities for critical and creative scholarship and for meaningful living. Students will explore the works of significant thinkers in the fields of philosophy and theology as they clarify and support their own views and beliefs.

### Biblical Studies (Choose one; 3 hours)

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 302 | The Sacred Writings                 | 3 |
| RELI 303 | Old Testament Prophets              | 3 |
| RELI 306 | Old Testament Theology              | 3 |
| RELI 307 | Studies in the Pentateuch           | 3 |
| RELI 310 | Selected Topics in Biblical Studies | 3 |
| RELI 311 | Synoptic Gospels                    | 3 |
| RELI 312 | Life and Letters of Paul            | 3 |
| RELI 314 | New Testament Theology              | 3 |
| RELI 316 | The Writings of John                | 3 |
| RELI 317 | The General Epistles and Hebrews    | 3 |
| RELI 352 | Biblical Interpretation             | 3 |

### World Religions (Choose two; 6 hours)

|          |                              |   |
|----------|------------------------------|---|
| RELI 346 | World Religions              | 3 |
| RELI 347 | Religions of India           | 3 |
| RELI 348 | Religions of China and Japan | 3 |
| RELI 349 | Introduction to Judaism      | 3 |
| RELI 350 | Introduction to Islam        | 3 |

### Christian History (Choose one; 3 hours)

|                   |                                 |   |
|-------------------|---------------------------------|---|
| RELI 322/HIST 322 | Early and Medieval Christianity | 3 |
| RELI 323/HIST 323 | Modern Christianity             | 3 |
| RELI 324/HIST 324 | American Christianity           | 3 |
| RELI 325          | Baptist Heritage                | 3 |
| RELI 327/HIST 327 | The Renaissance and Reformation | 3 |
| RELI 328          | Global Christianity             | 3 |

### Philosophy/Ethics (Choose three; 9 hours)

|          |                               |   |
|----------|-------------------------------|---|
| PHIL 201 | An Introduction to Logic      | 3 |
| PHIL 337 | Philosophy of Religion        | 3 |
| PHIL 338 | Epistemology                  | 3 |
| PHIL 380 | Selected Topics in Philosophy | 3 |
| RELI 341 | Christian Ethics              | 3 |

### Theological Studies (Choose one; 3 hours)

|          |                        |   |
|----------|------------------------|---|
| RELI 306 | Old Testament Theology | 3 |
| RELI 314 | New Testament Theology | 3 |

## Concentration in Youth Discipleship Studies

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

### Biblical Studies/Old Testament (Choose one; 3 hours)

|          |                           |   |
|----------|---------------------------|---|
| RELI 302 | The Sacred Writings       | 3 |
| RELI 303 | Old Testament Prophets    | 3 |
| RELI 306 | Old Testament Theology    | 3 |
| RELI 307 | Studies in the Pentateuch | 3 |

### Biblical Studies/New Testament (Choose one; 3 hours)

|          |                                  |   |
|----------|----------------------------------|---|
| RELI 311 | Synoptic Gospels                 | 3 |
| RELI 312 | Life and Letters of Paul         | 3 |
| RELI 314 | New Testament Theology           | 3 |
| RELI 316 | The Writings of John             | 3 |
| RELI 317 | The General Epistles and Hebrews | 3 |

### Discipleship Required Courses (12 hours)

|          |   |   |
|----------|---|---|
| RELI 370 | History and Philosophy of Religious Education | 3 |
| RELI 373 | Church Leadership                             | 3 |
| RELI 375 | Youth Discipleship                            | 3 |
| RELI 376 | Advanced Youth Discipleship                   | 3 |

### Discipleship Elective (Choose one; 3 hours)

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 374 | Preschool and Children Discipleship | 3 |
| RELI 377 | Adult Discipleship                  | 3 |

### Psychology (Choose one; 3 hours)

|          |                          |   |
|----------|--------------------------|---|
| PSYC 206 | Developmental Psychology | 3 |
| PSYC 302 | Adolescent Psychology    | 3 |

### Additional Requirements for Transfer Majors

All students transferring under the Comprehensive Articulation Agreement must complete RELI 245 and RELI 354.

### Second Major

A student for whom Christian Studies is not the student's only major shall meet all requirements of the major except for the hours designated as departmental electives. The total hour requirement is 44 hours.

## Accelerated Pastoral Ministries Program (APMP)

The Department of Religious Studies and Philosophy offers an accelerated track for students who enter the University with a clear call to vocational Christian ministry. This program allows students to graduate with a BA in Christian Studies (p. 115) in three years and a Master of Divinity (p. 329) degree in two years. Students in this accelerated program are expected to fulfill the requirements of the Christian Studies (p. 115) major with a Concentration in Discipleship Studies (p. 116) and Biblical Studies (p. 118) minor. Students must be admitted into the program as first-year students in order to qualify. In order to complete the program of study in five years, students will be expected to follow a prescribed schedule of courses. Summer classes will also be required.

The Accelerated Pastoral Ministries Program (APMP) exemplifies Gardner-Webb's genuine concern for the spiritual, intellectual, and financial well-being of our graduates and our interest in strengthening the Church. This five-year program, designed for highly motivated students, is grounded in Gardner-Webb's commitment to the liberal arts. The curriculum offers both broad-based exposure to the arts, humanities, and sciences, as well as scholastic, theological, and practical preparation for Christian ministry.

The APMP provides a unique learning environment in which students explore and define their call as they enter the world of pastoral and discipleship studies and engage in practical ministry experience. Students in the APMP are not only granted guaranteed seating in their courses, but they also receive ongoing mentorship throughout their journey. In addition to the support of a mentor, they are supported by their cohort who will walk alongside them in classes, field experience, and community living.

Because of the anticipated academic rigor of the APMP (which includes required summer courses), incoming students will be expected to demonstrate a quality academic record and a sense of call to pastoral ministry. Admission guidelines to the APMP include the following.

- Minimum 3.25 high-school GPA
- Minimum ACT score of 24
- Minimum SAT score of 1170 (Evidence-based Reading and Writing + Math)
- A rank in the top 25% of the high school graduating class
- A written statement of calling to Christian ministry
- Pastor/Youth Minister reference
- An interview with the APMP Director

The five years of academic work is broken into two separate parts. Students will earn a Bachelor of Arts in Christian Studies (p. 115) with a Concentration in Discipleship Studies (p. 116) and a minor in Biblical Studies (p. 118) in three years. Upon acceptance into the School of Divinity, students will then earn a Master of Divinity (p. 329) (concentration to be determined) in two years.

APMP students will complete the General Education requirements for the Bachelor of Arts with the following exceptions.

1. Students will fulfill the three hours of the world-languages requirement with HEBR 101 (p. 386). Students will also take HEBR 102 (p. 386), GREK 101 (p. 385), and GREK 102 (p. 385) as a part of completing the Biblical Studies (p. 118) minor.
2. PSYC 201 (p. 417), RELI 245 (p. 420), and RELI 354 (p. 422) are required to fulfill the appropriate categories in the General Education curriculum.

### Minor Fields of Study

The Department does not require a minor. If a major in the Department chooses to minor within the Department, the minor must be in an area other than the student's concentration.

## Biblical Languages Minor

### Required Courses (15 hours)

|                            |   |
|----------------------------|---|
| Nine hours of GREK courses | 9 |
| Six hours of HEBR courses  | 6 |
| OR                         |   |
| Nine hours of HEBR courses | 9 |
| Six hours of GREK courses  | 6 |

Total Credit Hours: 15

## Biblical Studies Minor

### Biblical Studies/Old Testament (3 hours)

Choose one of the following.

|          |                           |   |
|----------|---------------------------|---|
| RELI 302 | The Sacred Writings       | 3 |
| RELI 303 | Old Testament Prophets    | 3 |
| RELI 306 | Old Testament Theology    | 3 |
| RELI 307 | Studies in the Pentateuch | 3 |

### Biblical Studies/New Testament (3 hours)

Choose one of the following.

|          |                          |   |
|----------|--------------------------|---|
| RELI 311 | Synoptic Gospels         | 3 |
| RELI 312 | Life and Letters of Paul | 3 |
| RELI 314 | New Testament Theology   | 3 |
| RELI 316 | The Writings of John     | 3 |

|          |                                  |   |
|----------|----------------------------------|---|
| RELI 317 | The General Epistles and Hebrews | 3 |
|----------|----------------------------------|---|

Total Credit Hours: 15

**Additional Courses (9 hours)**

Choose three from any course(s) listed above under Biblical Studies/Old Testament or Biblical Studies/New Testament, any HEBR or GREK course(s), or the following.

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 310 | Selected Topics in Biblical Studies | 3 |
| RELI 351 | Biblical Backgrounds                | 3 |
| RELI 352 | Biblical Interpretation             | 3 |

Total Credit Hours: 15

**Christian History Minor**

**Required Course (3 hours)**

|          |                                   |   |
|----------|-----------------------------------|---|
| RELI 321 | Introduction to Christian History | 3 |
|----------|-----------------------------------|---|

**Electives (12 hours)**

Choose four of the following.

|                   |                                 |   |
|-------------------|---------------------------------|---|
| RELI 322/HIST 322 | Early and Medieval Christianity | 3 |
| RELI 323/HIST 323 | Modern Christianity             | 3 |
| RELI 324/HIST 324 | American Christianity           | 3 |
| RELI 325          | Baptist Heritage                | 3 |
| RELI 327/HIST 327 | The Renaissance and Reformation | 3 |
| RELI 328          | Global Christianity             | 3 |

Total Credit Hours: 15

**Discipleship Studies Minor**

**Course Options (15 hours)**

Choose five of the following.

|          |   |   |
|----------|---|---|
| RELI 370 | History and Philosophy of Religious Education | 3 |
| RELI 373 | Church Leadership                             | 3 |
| RELI 374 | Preschool and Children Discipleship           | 3 |
| RELI 375 | Youth Discipleship                            | 3 |
| RELI 376 | Advanced Youth Discipleship                   | 3 |
| RELI 377 | Adult Discipleship                            | 3 |

**Missiology Minor**

**Missiology (12 hours)**

Choose four of the following.

|          |  |   |
|----------|--|---|
| RELI 243 | Growth and Revival in the Christian Church | 3 |
| RELI 326 | Introduction to Missiology                 | 3 |
| RELI 328 | Global Christianity                        | 3 |
| RELI 329 | Cross-Cultural Missiology                  | 3 |
| RELI 378 | Contemporary Religious Movements           | 3 |

**World Religions (3 hours)**

Choose one of the following.

|          |                              |   |
|----------|------------------------------|---|
| RELI 347 | Religions of India           | 3 |
| RELI 348 | Religions of China and Japan | 3 |
| RELI 349 | Introduction to Judaism      | 3 |
| RELI 350 | Introduction to Islam        | 3 |

*RELI 245 Religion and Culture in a Global Perspective is required and may be taken as part of the General Education requirements.*

Total Credit Hours: 15

**Philosophy and Ethics Minor**

**Required Courses (6 hours)**

|          |                            |   |
|----------|----------------------------|---|
| PHIL 200 | Introduction to Philosophy | 3 |
| PHIL 201 | An Introduction to Logic   | 3 |

**Electives (9 hours)**

Choose three of the following.

|          |  |   |
|----------|--|---|
| PHIL 337 | Philosophy of Religion                 | 3 |
| PHIL 338 | Epistemology                           | 3 |
| PHIL 380 | Selected Topics in Philosophy          | 3 |
| RELI 341 | Christian Ethics                       | 3 |
| RELI 342 | Christian Perspectives Toward Violence | 3 |

Total Credit Hours: 15

**Religious Studies Minor**

Choose any combination of RELI (p. 420), PHIL (p. 413), GREK (p. 385), and HEBR (p. 386) courses, beyond those that count for General Education requirements, that combined add up to at least 15 hours.



Total Credit Hours: 15

## Sports Ministry Minor

### Required Courses (12 hours)

|          |                                   |   |
|----------|-----------------------------------|---|
| PHED 310 | Outdoor Education                 | 3 |
| PHED 336 | Theory and Techniques of Coaching | 3 |
| PHED 400 | Community Recreation Programs     | 3 |
| RELI 271 | Spiritual Formation               | 3 |

### Elective (3 hours)

Choose one of the following.

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 373 | Church Leadership                   | 3 |
| RELI 374 | Preschool and Children Discipleship | 3 |
| RELI 375 | Youth Discipleship                  | 3 |

### Elective (3 hours)

Choose one of the following.

|          |                                     |   |
|----------|-------------------------------------|---|
| RELI 302 | The Sacred Writings                 | 3 |
| RELI 303 | Old Testament Prophets              | 3 |
| RELI 306 | Old Testament Theology              | 3 |
| RELI 307 | Studies in the Pentateuch           | 3 |
| RELI 310 | Selected Topics in Biblical Studies | 3 |
| RELI 311 | Synoptic Gospels                    | 3 |
| RELI 312 | Life and Letters of Paul            | 3 |
| RELI 314 | New Testament Theology              | 3 |
| RELI 316 | The Writings of John                | 3 |
| RELI 317 | The General Epistles and Hebrews    | 3 |
| RELI 326 | Introduction to Missiology          | 3 |
| RELI 333 | Christian Theology                  | 3 |

Total Credit Hours: 18

## Youth Discipleship Minor

### Required Courses (9 hours)

|          |                             |   |
|----------|-----------------------------|---|
| RELI 375 | Youth Discipleship          | 3 |
| RELI 376 | Advanced Youth Discipleship | 3 |
| PSYC 302 | Adolescent Psychology       | 3 |

### Elective (3 hours)

Choose one of the following.

|          |                                |   |
|----------|--------------------------------|---|
| PSYC 425 | Crisis Intervention Counseling | 3 |
| PSYC 440 | Family Communication           | 3 |

### Elective (3 hours)

Choose one of the following.

|          |           |   |
|----------|-----------|---|
| RELI 358 | Practicum | 3 |
|----------|-----------|---|

RELI 397 Internship 3

*The Practicum or Internship must be completed in an area related to Youth Discipleship.*

Total Credit Hours: 15

## Department of Social Sciences

Department Chair: D. Sykes  
 Global Studies Coordinator: TBD  
 History Coordinator: T. Vanderburg  
 Museum Studies Coordinator: A. Reiley-Kay  
 Political Science Coordinator: E. Amato  
 Social Sciences Coordinator: T. Vanderburg  
 Social Studies Professional Educator's License Coordinator: TBD  
 Sociology Coordinator: D. Sykes

### Faculty

Professors: W. Downs, T. Vanderburg, D. Yelton  
 Associate Professor: D. Sykes  
 Assistant Professors: E. Amato, A. Zhang  
 Instructor: A. Reiley-Kay

### Mission Statement

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

### Major Fields of Study

The department offers eight majors leading to the Bachelor of Arts degree.

Global Studies  
 History  
 History with Professional Educator's License (Grades 9-12)  
 Political Science  
 Social Sciences  
 Social Studies with Professional Educator's License (Grades 9-12)  
 Sociology

### Minor Fields of Study

Global Studies  
 History  
 Museum Studies  
 Political Science  
 Social Sciences  
 Sociology

### Major Fields of Study Detail

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the University's General Education curriculum may count that course(s) toward meeting relevant major requirements. However, only three hours of credit will be awarded for each course taken.

NOTE: With prior consent of the Department chair, Honors 400 Honors Research and Honors 401 Senior Honors Thesis may be used to satisfy six of the 30-33 hours required for departmental majors in History, Political Science, Sociology, and Social Science.

### Global Studies, Bachelor of Arts

|   |             |
|---|-------------|
| REQUIRED MAJOR HOURS  | 40          |
| REQUIRED MINOR HOURS  | <u>NONE</u> |
| TOTAL PROGRAM HOURS   | 40          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>MATH 105 and SSCI 205 (required) plus BIOL 104 (optional) |             |

### Student Learning Outcomes

1. Students will describe core theories and recent findings in the field of International Relations and its sub-disciplines.
2. Students will employ core theories and recent findings in the field of International Relations and its sub-disciplines.
3. Students will evaluate core theories and recent findings in the field of International Relations and its sub-disciplines.
4. Students will demonstrate effective communication skills regarding multidisciplinary perspectives on global issues.

Global Studies is a major and minor program within the Social Sciences Department that utilizes a multidisciplinary approach to studying the world. Students will gain a background and understanding of global politics, cultures, and economic institutions while also gaining valuable skills in communication, data analysis, and independent research. The Global Studies major also allows students to craft a unique program of study tailored to their particular interests, selecting a unique concentration that fits their vocational objectives. These concentrations study the world through International Relations (the study of interactions between states and other actors at the global level), Comparative Politics (the study of domestic political institutions and various regions), and an Interdisciplinary approach (a customized course of study designed to achieve a holistic understanding of global politics, cultures, and economic institutions).

### Program Requirements

#### Required Major Hours (18 hours)

All Global Studies majors are required to take the following six courses. While SSCI 205 and MATH 105 meet General Education requirements, credit hours for these courses are counted in the GLST major.

|          |  |   |
|----------|--|---|
| GLST 490 | Global Studies Seminar                           | 3 |
| SSCI 210 | Research Design                                  | 3 |
| SSCI 205 | Global Understanding                             | 3 |
| MATH 105 | Fundamentals of Statistics and Probability       | 3 |
| POLS 201 | Introduction to Political Science                | 3 |
| GLST 202 | International Relations and Comparative Politics | 3 |

#### Concentrations (12 hours)

Students must select two courses from one of the concentrations featured below. Students must also take one course from each of the two options not selected as their concentration.

#### Comparative Politics

|          |                                    |   |
|----------|------------------------------------|---|
| POLS 351 | Politics of Developing Areas       | 3 |
| POLS 352 | African Politics                   | 3 |
| POLS 353 | Middle East Politics               | 3 |
| POLS 354 | European Politics                  | 3 |
| POLS 355 | Asian Politics                     | 3 |
| POLS 356 | Latin American Politics            | 3 |
| POLS 401 | Comparative Political Economy      | 3 |
| GLST 320 | Comparative Political Institutions | 3 |

#### Interdisciplinary Track

|                   |  |   |
|-------------------|--|---|
| BIOL 104          | Environment  | 4 |
| BADM 360          | International Business   | 3 |
| ECON 401          | International Economics  | 3 |
| ECON 404          | Economic Development   | 3 |
| ENGL 356          | Literature And Colonization  | 3 |
| ENGL 357          | Caribbean Literature   | 3 |
| ENGL 359          | Topics in World Literature   | 3 |
| GLST 495          | Independent Study  | 3 |
| GLST 497          | Internship in Global Studies I                                     | 3 |
| GLST 498          | Internship in Global Studies II                                    | 3 |
| HIST 311          | Medieval Europe  | 3 |
| HIST 314          | Making America: Colonization, Revolution and the U.S. Constitution | 3 |
| HIST 318          | Civil War and Reconstruction                                       | 3 |
| HIST 322/RELI 322 | Early and Medieval Christianity                                    | 3 |

|                   |  |                 |                                |   |                 |
|-------------------|--|-----------------|--------------------------------|---|-----------------|
| HIST 323/RELI 323 | Modern Christianity                                      | 3               | RELI 350                       | Introduction to Islam   | 3               |
| HIST 324/RELI 324 | American Christianity                                    | 3               | SOCI 310/PSYC 310              | Social Psychology   | 3               |
| HIST 325          | The History of the New South                             | 3               | SOCI 311                       | Social Research Methodology   | 3               |
| HIST 327          | The Renaissance and Reformation                          | 3               | SOCI 313                       | Sociology of Deviant Behavior   | 3               |
| HIST 331          | Nineteenth-Century Europe                                | 3               | SOCI 320                       | Murder in America   | 3               |
| HIST 332          | Twentieth-Century Europe                                 | 3               | SOCI 330                       | Sociological Theory   | 3               |
| HIST 345          | North Carolina History                                   | 3               | SOCI 340                       | Social Change   | 3               |
| HIST 380          | Modern Germany Since 1789                                | 3               | SOCI 356                       | Sociology of Religion   | 3               |
| HIST 383          | The Second World War                                     | 3               | SOCI                           | Introduction to Statistics  | 3               |
| POLS 220          | Adventures in Politics                                   | 1               | 396/PSYC 396                   |   |                 |
| POLS 304          | State and Local Government in the United States          | 3               | SOCI 400                       | Minority Groups   | 3               |
| POLS 314          | The Courts   | 3               | SOCI 410                       | Sociology of Gender   | 3               |
| POLS 316          | Public Opinion   | 3               | SOCI 411                       | Criminology   | 3               |
| POLS 320          | Constitutional Law I: Structure and Institution          | 3               | SOCI 415                       | Juvenile Delinquency  | 3               |
| POLS 322          | Foreign Policy of the United States                      | 3               | SOCI 421                       | The Community   | 3               |
| POLS 323          | American Political Parties                               | 3               | SOCI 430                       | Special Topics: Sociology   | 3               |
| POLS 324          | Constitutional Law II: Bill of Rights and 14th Amendment | 3               | SOCI 450                       | International Experience  | 3               |
| POLS 325          | Southern Politics  | 3               | SOCI 451                       | International Experience  | 3               |
| POLS 333          | The President and Congress                               | 3               | SOCI 490                       | Sociology Seminar   | 3               |
| POLS 335          | American Political Thought                               | 3               | SOCI 497                       | Internship I  | 3 each semester |
| POLS 370          | Ancient and Medieval Political Philosophy                | 3               | SOCI 498                       | Internship II   | 3 each semester |
| POLS 371          | Modern Political Philosophy                              | 3               | WLLC 102                       | One World, Many Voices: an Introduction to Intercultural Communicative Competency | 3               |
| POLS 372          | Contemporary Political Thought                           | 3               |                                |   |                 |
| POLS 376          | The Politics of Happiness                                | 3               | <b>International Relations</b> |   |                 |
| POLS 380          | Model United Nations                                     | 1               | GLST 310                       | International Organizations   | 3               |
| POLS 430          | Special Topics   | 3               | GLST 384                       | Human Rights  | 3               |
| POLS 450          | International Experience                                 | 3               | GLST 350                       | International Conflict and Security   | 3               |
| POLS 451          | International Experience                                 | 3               | GLST 340                       | International Political Economy   | 3               |
| POLS 490          | Political Science Seminar                                | 3               | GLST 381                       | Political Violence  | 3               |
| POLS 495          | Independent Study  | 3               | POLS 322                       | Foreign Policy of the United States   | 3               |
| POLS 497          | Internship in Political Science I                        | 3 each semester |                                |   |                 |
| POLS 498          | Internship in Political Science II                       | 3 each semester |                                |   |                 |
| RELI 245          | Religion and Culture in a Global Perspective             | 3               |                                |   |                 |
| RELI 347          | Religions of India                                       | 3               |                                |   |                 |
| RELI 348          | Religions of China and Japan                             | 3               |                                |   |                 |
| RELI 349          | Introduction to Judaism                                  | 3               |                                |   |                 |

**Electives (10 hours)**

Global Studies majors must select 10 hours of electives which may include any Global Studies, Political Science, History, or Sociology courses except those a student has used to meet General Education requirements. Any courses listed in the Concentrations, but not taken as part of the 12 hours required in those areas, may be used to meet Elective requirements.

Students can satisfy the final one-hour elective with either POLS 220, POLS 380, or another three-hour elective.

Total Credit Hours: 40

**Additional Requirements for Transfer Majors**

none

**History, Bachelor of Arts**

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                                 | 33          |
| REQUIRED MINOR HOURS                                 | <u>NONE</u> |
| TOTAL PROGRAM HOURS                                  | 33          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>HIST 245 |             |

**Student Learning Outcomes**

1. Students will have the ability to articulate the importance of historical causation, including the awareness that all historical events are due to a complex range of causal factors;
2. Students will be able to describe the historical context of important historical developments, involving the interplay of a society's political, religious and social, and geographical forces;
3. Students will demonstrate knowledge of historical periodization (salient common features and differences of people, places, and groups in various time periods);
4. Students will be able to articulate the importance of historical continuity and change over time;
5. Students will be able to know and make use of both primary and secondary sources of history in historical research and writing; and
6. Students will be able to identify and analyze key concepts and issues in a given culture.

**Program Requirements**

**Required Major Hours (3 hours)**

|          |                                  |   |
|----------|----------------------------------|---|
| HIST 200 | Introduction to Historical Study | 3 |
|----------|----------------------------------|---|

**American History (9 hours)**

|                   |  |   |
|-------------------|--|---|
| HIST 244          | Survey of United States History to 1877                            | 3 |
| HIST 245          | Survey of United States History from 1877 to the Present           | 3 |
| HIST 314          | Making America: Colonization, Revolution and the U.S. Constitution | 3 |
| HIST 318          | Civil War and Reconstruction                                       | 3 |
| HIST 324/RELI 324 | American Christianity  | 3 |
| HIST 325          | The History of the New South                                       | 3 |
| HIST 345          | North Carolina History   | 3 |

|          |   |   |
|----------|---|---|
| HIST 401 | Slavery in the Atlantic                 | 3 |
| HIST 402 | The Long Civil Rights Movement          | 3 |
| HIST 411 | Diplomatic History of the United States | 3 |
| HIST 431 | Special Topics: American History        | 3 |

*HIST 401 may be used in one category only.*

**European History (6 hours)**

|                   |                                  |   |
|-------------------|----------------------------------|---|
| HIST 311          | Medieval Europe                  | 3 |
| HIST 322/RELI 322 | Early and Medieval Christianity  | 3 |
| HIST 327          | The Renaissance and Reformation  | 3 |
| HIST 331          | Nineteenth-Century Europe        | 3 |
| HIST 332          | Twentieth-Century Europe         | 3 |
| HIST 380          | Modern Germany Since 1789        | 3 |
| HIST 383          | The Second World War             | 3 |
| HIST 414          | History of England to 1688       | 3 |
| HIST 430          | Special Topics: European History | 3 |

**Non-Western History (3 hours)**

|          |  |   |
|----------|--|---|
| HIST 401 | Slavery in the Atlantic                          | 3 |
| POLS 351 | Politics of Developing Areas                     | 3 |
| POLS 352 | African Politics                                 | 3 |
| POLS 353 | Middle East Politics                             | 3 |
| POLS 355 | Asian Politics                                   | 3 |
| POLS 430 | Special Topics                                   | 3 |
| GEOG 102 | World Regional Geography                         | 3 |
| GLST 202 | International Relations and Comparative Politics | 3 |
| GLST 340 | International Political Economy                  | 3 |
| RELI 346 | World Religions                                  | 3 |

*HIST 401 may be used in one category only. POLS 430 may be used if on a relevant non-Western topic.*

**HIST Electives (12 hours)**

Select 12 hours of HIST courses at the 200-level or higher.

Total Credit Hours: 33

**Additional Requirements for Transfer Majors**

none

## Political Science and International Affairs, Bachelor of Arts

|   |             |
|---|-------------|
| REQUIRED MAJOR HOURS  | 34          |
| REQUIRED MINOR HOURS  | <u>NONE</u> |
| TOTAL PROGRAM HOURS   | 34          |
| PRESCRIBED COURSES ATTAINABLE IN<br>GEN ED: MATH 105*, POLS 202, SSCI 205 |             |

### Student Learning Outcomes

1. Students will apply the fundamentals of social science methodology, relevant technology and related information literacy skills.
2. Students will communicate effectively using the conventions of the discipline of political science and international affairs.
3. Students will identify their professional and advanced study goals.
4. Students will discover their civic duty through their local, national and international communities.
5. Students will understand the four major sub-fields of the discipline: international relations, comparative politics, political theory and American politics.

### Program Requirements

#### Required Major Courses (12 hours)

|          |  |   |
|----------|--|---|
| GLST 202 | International Relations and Comparative Politics | 3 |
| POLS 201 | Introduction to Political Science                | 3 |
| POLS 490 | Political Science Seminar                        | 3 |
| SSCI 210 | Research Design                                  | 3 |

*SSCI 210 Research Design requires MATH 105 Fundamentals of Statistics and Probability as a prerequisite, which should be fulfilled through the student's General Education curriculum. Note also that SSCI 205 Global Understanding is a required course that should be fulfilled through the student's General Education curriculum.*

#### CONCENTRATION (6 hours)

Students will select one of the four fields as a concentration, taking at least two courses (6 credit hours) within that sub-field.

#### American Politics

|          |   |   |
|----------|---|---|
| POLS 202 | American Government                             | 3 |
| POLS 304 | State and Local Government in the United States | 3 |
| POLS 314 | The Courts                                      | 3 |
| POLS 316 | Public Opinion                                  | 3 |
| POLS 320 | Constitutional Law I: Structure and Institution | 3 |
| POLS 323 | American Political Parties                      | 3 |

|          |  |   |
|----------|--|---|
| POLS 324 | Constitutional Law II: Bill of Rights and 14th Amendment | 3 |
| POLS 325 | Southern Politics  | 3 |
| POLS 333 | The President and Congress                               | 3 |
| POLS 335 | American Political Thought                               | 3 |

#### Political Theory

|          |   |   |
|----------|---|---|
| POLS 370 | Ancient and Medieval Political Philosophy | 3 |
| POLS 371 | Modern Political Philosophy               | 3 |
| POLS 372 | Contemporary Political Thought            | 3 |
| POLS 376 | The Politics of Happiness                 | 3 |

#### International Relations

|          |                                     |   |
|----------|-------------------------------------|---|
| GLST 310 | International Organizations         | 3 |
| GLST 340 | International Political Economy     | 3 |
| GLST 350 | International Conflict and Security | 3 |
| GLST 384 | Human Rights                        | 3 |
| POLS 322 | Foreign Policy of the United States | 3 |

#### Comparative Politics

|          |                                    |   |
|----------|------------------------------------|---|
| POLS 351 | Politics of Developing Areas       | 3 |
| POLS 352 | African Politics                   | 3 |
| POLS 353 | Middle East Politics               | 3 |
| POLS 354 | European Politics                  | 3 |
| POLS 355 | Asian Politics                     | 3 |
| POLS 356 | Latin American Politics            | 3 |
| POLS 401 | Comparative Political Economy      | 3 |
| GLST 320 | Comparative Political Institutions | 3 |
| GLST 325 | Democratization                    | 3 |
| GLST 381 | Political Violence                 | 3 |

#### Electives (16 hours)

Political Science and International Affairs majors may select from a wide range of electives to satisfy the remaining 16 credit hours; any upper-level (300- or 400-level) course within Political Science (POLS prefix) and International Affairs (GLST prefix) or any upper-level (300- or 400-level) course in History or Sociology is acceptable. Finally, up to 6 hours PREX 402 Study Abroad credit hours may be accepted as elective hours.

A Political Science and International Affairs internship (POLS 497, POLS 498) is highly recommended.

POLS 220 Adventures in Politics and POLS 380 Model United Nations are one-hour courses that will enable student to satisfy the sixteenth hour in the electives requirement.

#### Minor Requirement

While students are encouraged to choose any minor in the curriculum, a minor is not required to complete this major.

Total Credit Hours: 34

**Additional Requirements for Transfer Majors**

none

**Social Sciences, Bachelor of Arts**

|   |             |
|---|-------------|
| REQUIRED MAJOR HOURS  | 33          |
| REQUIRED MINOR HOURS  | <u>NONE</u> |
| TOTAL PROGRAM HOURS   | 33          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: ECON 203, HIST 245, POLS 202 |             |

**Student Learning Outcomes**

1. Students will conduct research and present a research project that integrates economics, history, political science, and sociology
2. Students will demonstrate content knowledge in the four disciplines;
3. Students will use analytical ability in the four disciplines;
4. Students will demonstrate research skills in the four disciplines; and
5. Students will apply written communication skills in the four disciplines.

**Capstone Research Project**

In the senior year the Social Sciences major will complete and present a capstone research project that will incorporate/integrate learning from the four subject areas (economics, history, political science, and sociology) of the major on a topic of choice for the student. The project must be approved by the program coordinator and directed by a subject area professor, usually the one in whose class the research project began. The project must be presented to the program coordinator and the subject area professor.

**Program Requirements**

**Required Major Hours (12 hours)**

|          |   |   |
|----------|---|---|
| HIST 200 | Introduction to Historical Study                          | 3 |
|          | OR  |   |
| SOCI 311 | Social Research Methodology                               | 3 |
|          | OR  |   |
| SSCI 210 | Research Design   | 3 |
|          | Three 300- or 400-level courses offered by the department | 9 |

**Economics (3 hours)**

Choose one of the following.

|          |  |   |
|----------|--|---|
| ECON 201 | Free Enterprise  | 3 |
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| ECON 204 | Principles of Economics II                                       | 3 |
| ECON 302 | Money and Banking  | 3 |
| ECON 303 | Intermediate Microeconomics                                      | 3 |
| ECON 304 | Intermediate Macroeconomics                                      | 3 |
| ECON 311 | Labor Economics  | 3 |
| ECON 401 | International Economics  | 3 |
| ECON 402 | Managerial Economics   | 3 |
| ECON 403 | National Income and Employment Analysis                          | 3 |
| ECON 404 | Economic Development   | 3 |
| ECON 405 | Environmental and Natural Resource Economics                     | 3 |
| ECON 480 | Contemporary Economic Problems                                   | 3 |

NOTE: Economics courses beyond ECON 203 typically have prerequisites. Consult the course description for specific information.

**Political Science Electives (6 hours)**

Choose two of the following.

|          |  |   |
|----------|--|---|
| POLS 201 | Introduction to Political Science                        | 3 |
| POLS 202 | American Government                                      | 3 |
| POLS 304 | State and Local Government in the United States          | 3 |
| POLS 314 | The Courts   | 3 |
| POLS 316 | Public Opinion   | 3 |
| POLS 320 | Constitutional Law I: Structure and Institution          | 3 |
| POLS 322 | Foreign Policy of the United States                      | 3 |
| POLS 323 | American Political Parties                               | 3 |
| POLS 324 | Constitutional Law II: Bill of Rights and 14th Amendment | 3 |
| POLS 325 | Southern Politics  | 3 |
| POLS 333 | The President and Congress                               | 3 |
| POLS 351 | Politics of Developing Areas                             | 3 |
| POLS 352 | African Politics   | 3 |
| POLS 353 | Middle East Politics                                     | 3 |
| POLS 354 | European Politics  | 3 |
| POLS 355 | Asian Politics   | 3 |
| POLS 356 | Latin American Politics                                  | 3 |
| POLS 430 | Special Topics   | 3 |
| POLS 450 | International Experience                                 | 3 |
| POLS 451 | International Experience                                 | 3 |
| POLS 490 | Political Science Seminar                                | 3 |

|          |  |                 |
|----------|--|-----------------|
| POLS 495 | Independent Study                                | 3               |
| POLS 497 | Internship in Political Science I                | 3 each semester |
| POLS 498 | Internship in Political Science II               | 3 each semester |
| GLST 202 | International Relations and Comparative Politics | 3               |
| GLST 340 | International Political Economy                  | 3               |

**History (6 hours)**

Choose two of the following.

|                   |  |   |
|-------------------|--|---|
| HIST 200          | Introduction to Historical Study                                   | 3 |
| HIST 244          | Survey of United States History to 1877                            | 3 |
| HIST 245          | Survey of United States History from 1877 to the Present           | 3 |
| HIST 311          | Medieval Europe  | 3 |
| HIST 314          | Making America: Colonization, Revolution and the U.S. Constitution | 3 |
| HIST 318          | Civil War and Reconstruction                                       | 3 |
| HIST 322/RELI 322 | Early and Medieval Christianity                                    | 3 |
| HIST 323/RELI 323 | Modern Christianity  | 3 |
| HIST 324/RELI 324 | American Christianity  | 3 |
| HIST 325          | The History of the New South                                       | 3 |
| HIST 327          | The Renaissance and Reformation                                    | 3 |
| HIST 331          | Nineteenth-Century Europe  | 3 |
| HIST 332          | Twentieth-Century Europe   | 3 |
| HIST 345          | North Carolina History   | 3 |
| HIST 380          | Modern Germany Since 1789  | 3 |
| HIST 383          | The Second World War   | 3 |
| HIST 401          | Slavery in the Atlantic  | 3 |
| HIST 402          | The Long Civil Rights Movement                                     | 3 |
| HIST 411          | Diplomatic History of the United States                            | 3 |
| HIST 414          | History of England to 1688   | 3 |
| HIST 430          | Special Topics: European History                                   | 3 |
| HIST 431          | Special Topics: American History                                   | 3 |
| HIST 450          | International Experience   | 3 |
| HIST 451          | International Experience   | 3 |

|          |                       |                 |
|----------|-----------------------|-----------------|
| HIST 495 | Independent Study     | 3 each semester |
| HIST 496 | Independent Study     | 3 each semester |
| HIST 497 | Internship in History | 3 each semester |
| HIST 498 | Internship in History | 3 each semester |

**Sociology (6 hours)**

Choose two of the following.

|                   |                               |                 |
|-------------------|-------------------------------|-----------------|
| SOCI 201          | Introduction to Sociology     | 3               |
| SOCI 202          | Social Problems               | 3               |
| SOCI 203          | Marriage and Family           | 3               |
| SOCI 310/PSYC 310 | Social Psychology             | 3               |
| SOCI 311          | Social Research Methodology   | 3               |
| SOCI 313          | Sociology of Deviant Behavior | 3               |
| SOCI 330          | Sociological Theory           | 3               |
| SOCI 340          | Social Change                 | 3               |
| SOCI 356          | Sociology of Religion         | 3               |
| SOCI 396/PSYC 396 | Introduction to Statistics    | 3               |
| SOCI 400          | Minority Groups               | 3               |
| SOCI 410          | Sociology of Gender           | 3               |
| SOCI 411          | Criminology                   | 3               |
| SOCI 415          | Juvenile Delinquency          | 3               |
| SOCI 421          | The Community                 | 3               |
| SOCI 430          | Special Topics: Sociology     | 3               |
| SOCI 450          | International Experience      | 3               |
| SOCI 451          | International Experience      | 3               |
| SOCI 490          | Sociology Seminar             | 3               |
| SOCI 497          | Internship I                  | 3 each semester |
| SOCI 498          | Internship II                 | 3 each semester |

Total Credit Hours: 33

**Additional Requirements for Transfer Majors**

none

**Professional Education Student Learning Outcomes**

1. Student Licensure Candidates will demonstrate leadership skills and roles within an educational setting. (NCTCS I)
2. Student Licensure Candidates will establish a respectful environment for a diverse population of students. (NCTCS II)

3. Student Licensure Candidates will possess a depth of content knowledge in their major discipline. (NCTCS III)
4. Student Licensure Candidates will effectively facilitate learning for their students. (NCTCS IV)
5. Student Licensure Candidates will be able to reflect upon their practice. (NCTCS V)

A North Carolina licensed secondary Social Studies teacher is qualified to teach six subjects: History, Civics/Government, Economics, Sociology, Geography, and Psychology. The Social Science Department provides two pathways to obtain a North Carolina secondary Social Studies Professional Educator's license; both pathways require 65 credit hours to meet NC Department of Public Instruction's licensure requirements. Pathway Option 1: History with Teacher Licensure (9-12) major (39 hours) with a minor in Professional Education (29 hours); and Pathway Option 2: Social Studies with Teacher Licensure (9-12) major (36 hours) with a minor in Professional Education (29 hours). The History with Teacher Licensure (9-12) and Social Sciences with Teacher Licensure (9-12) at Gardner-Webb University are state-approved by the North Carolina State Board of Education.

For Student Learning Outcomes relevant to the content areas of History or Social Sciences, consult the listing of SLOs contained on the pages dedicated to those majors.

### History with Teacher Licensure (9-12), Bachelor of Arts

|  |           |
|--|-----------|
| REQUIRED MAJOR HOURS   | 39        |
| REQUIRED MINOR HOURS   | <u>29</u> |
| TOTAL PROGRAM HOURS  | 68        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>ECON 203, HIST 101, HIST 102, HIST 245, PSYC 201,<br>SSCI 205, POLS 202, COMM 230, AND BIOL 104 OR<br>GEOL 105 OR GEOL 106 |           |

History with Teacher Licensure at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

### Program Requirements

#### Required Major Hours (24 hours)

|          |  |   |
|----------|--|---|
| POLS 202 | American Government                                      | 3 |
| HIST 200 | Introduction to Historical Study                         | 3 |
| HIST 244 | Survey of United States History to 1877                  | 3 |
| HIST 245 | Survey of United States History from 1877 to the Present | 3 |
| SSED 432 | Instructional Methods for Secondary Social Studies       | 3 |

|          |                                 |   |
|----------|---------------------------------|---|
| GEOG 102 | World Regional Geography        | 3 |
| SOCI 201 | Introduction to Sociology       | 3 |
| COMM 230 | Technology and American Society | 3 |

#### Geography Electives (3 hours)

Choose one of the following.

|          |                                    |   |
|----------|------------------------------------|---|
| GEOG 101 | Introduction to Physical Geography | 3 |
| GEOG 430 | Special Topics                     | 3 |

#### US History (3 hours)

Choose one of the following.

|                   |  |   |
|-------------------|--|---|
| HIST 314          | Making America: Colonization, Revolution and the U.S. Constitution | 3 |
| HIST 318          | Civil War and Reconstruction                                       | 3 |
| HIST 324/RELI 324 | American Christianity  | 3 |
| HIST 325          | The History of the New South                                       | 3 |
| HIST 345          | North Carolina History   | 3 |
| HIST 401          | Slavery in the Atlantic  | 3 |
| HIST 402          | The Long Civil Rights Movement                                     | 3 |
| HIST 411          | Diplomatic History of the United States                            | 3 |
| HIST 431          | Special Topics: American History                                   | 3 |

#### Pre-19th Century or European History (3 hours)

Choose one of the following.

|                   |                                  |   |
|-------------------|----------------------------------|---|
| HIST 311          | Medieval Europe                  | 3 |
| HIST 322/RELI 322 | Early and Medieval Christianity  | 3 |
| HIST 327          | The Renaissance and Reformation  | 3 |
| HIST 331          | Nineteenth-Century Europe        | 3 |
| HIST 332          | Twentieth-Century Europe         | 3 |
| HIST 380          | Modern Germany Since 1789        | 3 |
| HIST 383          | The Second World War             | 3 |
| HIST 414          | History of England to 1688       | 3 |
| HIST 430          | Special Topics: European History | 3 |

#### Non-Western History (3 hours)

Choose one of the following.

|          |  |   |
|----------|--|---|
| GLST 202 | International Relations and Comparative Politics | 3 |
| GLST 340 | International Political Economy                  | 3 |
| HIST 401 | Slavery in the Atlantic                          | 3 |
| POLS 351 | Politics of Developing Areas                     | 3 |
| POLS 352 | African Politics                                 | 3 |
| POLS 353 | Middle East Politics                             | 3 |
| POLS 355 | Asian Politics                                   | 3 |



|          |                 |   |
|----------|-----------------|---|
| POLS 430 | Special Topics  | 3 |
| RELI 346 | World Religions | 3 |

*HIST 401 may be used in one category only. POLS 430 may be used if covering a relevant non-Western topic.*

**HIST Electives (3 hours)**

Choose one of the following.  
 Choose from the History 3  
 courses listed above

*NOTE: Students must complete ONE 300-level and ONE 400-level Writing Intensive course.*

**Required Professional Education Minor (29 hours)**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program, as outlined in the School of Education (p. 164)'s section of this Catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they intend to student teach. Ideally, students should interview no later than the end of the first semester of their junior year.

|          |   |    |
|----------|---|----|
| PSYC 303 | Educational Psychology                            | 3  |
| EDUC 250 | Teaching in the 21st Century Schools              | 4  |
| EDUC 316 | Teaching Reading and Writing in the Content Areas | 3  |
| EDUC 350 | Diverse Populations in 21st Century Schools       | 4  |
| EDUC 440 | Classroom Management                              | 3  |
| EDUC 450 | Student Teaching                                  | 12 |

Total Credit Hours: 68

**Additional Requirements for Transfer Majors**

Transfer students seeking Social Studies Professional Educator's licensure must also complete ECON 203, PSYC 201, SSCI 205, and BIOL 104 or GEOL 105 or GEOL 106.

**Other Requirements for All Majors Seeking Teacher Licensure**

- Demonstrate depth of content knowledge and acquisition of analytical, research, and communication skills. Teacher candidates must produce and formally present, utilizing relevant technology, a substantial, quality research project. This is a NCDPI licensure requirement.
- Make a grade of "C" or better in all courses counted towards meeting any state mandated content or professional competency
- Maintain an overall 3.0 or better GPA

In addition to the major and minor, teacher candidates must also complete the following.

1. General Education Curriculum
  - a. Dimensions of the Humanities—Communication requirement will be fulfilled with EDUC 450
  - b. Dimensions of Scientific Inquiry—Select either BIOL 104 Environment for their Life Science course or GEOL 105 Oceanography and Meteorology or GEOL 106 Environmental Geology for their Physical Science course
2. If applicable at the time of program completion, achieve a minimum score on the Praxis II Subject Assessment exam. Teacher candidates are strongly encouraged to take the Praxis II exam before student teaching. For additional information, please refer to the Teacher Education Handbook.
3. At the end of EDUC 450 Student Teaching, teacher candidates must provide evidence of achievement at the Proficient level or higher. Teacher candidates are assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories: Emergent, Developing, Proficient, and Accomplished.

Consult the Secondary Social Studies Licensure Coordinator to stay current with licensure requirements.

**Social Sciences with Teacher Licensure (9-12), Bachelor of Arts**

|                      |           |
|----------------------|-----------|
| REQUIRED MAJOR HOURS | 36        |
| REQUIRED MINOR HOURS | <u>29</u> |
| TOTAL PROGRAM HOURS  | 65        |

PRESCRIBED COURSES ATTAINABLE IN GEN ED: POLS 202, ECON 203, HIST 101, HIST 102, HIST 245, PSYC 201, SSCI 205, COMM 230, AND BIOL 104 OR GEOL 105 OR GEOL 106

Social Sciences with Teacher Licensure at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

**Program Requirements**

**Required Major Hours (27 hours)**

|          |  |   |
|----------|--|---|
| COMM 230 | Technology and American Society                                  | 3 |
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| GEOG 102 | World Regional Geography   | 3 |
| HIST 200 | Introduction to Historical Study                                 | 3 |
| HIST 244 | Survey of United States History to 1877                          | 3 |

|          |  |   |
|----------|--|---|
| HIST 245 | Survey of United States History from 1877 to the Present | 3 |
| POLS 202 | American Government                                      | 3 |
| SOCI 201 | Introduction to Sociology                                | 3 |
| SSED 432 | Instructional Methods for Secondary Social Studies       | 3 |

**Geography Elective (3 hours)**

Choose one of the following.

|          |                                    |   |
|----------|------------------------------------|---|
| GEOG 101 | Introduction to Physical Geography | 3 |
| GEOG 430 | Special Topics                     | 3 |

**Political Science Elective (3 hours)**

Choose one of the following.

|          |  |   |
|----------|--|---|
| POLS 304 | State and Local Government in the United States          | 3 |
| POLS 314 | The Courts   | 3 |
| POLS 316 | Public Opinion   | 3 |
| POLS 320 | Constitutional Law I: Structure and Institution          | 3 |
| POLS 322 | Foreign Policy of the United States                      | 3 |
| POLS 323 | American Political Parties                               | 3 |
| POLS 324 | Constitutional Law II: Bill of Rights and 14th Amendment | 3 |
| POLS 325 | Southern Politics  | 3 |
| POLS 333 | The President and Congress                               | 3 |
| POLS 430 | Special Topics   | 3 |
| GLST 202 | International Relations and Comparative Politics         | 3 |

**Social Science Elective (3 hours)**

Choose one of the following.

|                   |  |   |
|-------------------|--|---|
| ECON 204          | Principles of Economics II   | 3 |
| GLST 340          | International Political Economy                                    | 3 |
| HIST 314          | Making America: Colonization, Revolution and the U.S. Constitution | 3 |
| HIST 318          | Civil War and Reconstruction                                       | 3 |
| HIST 324/RELI 324 | American Christianity  | 3 |
| HIST 325          | The History of the New South                                       | 3 |
| HIST 345          | North Carolina History   | 3 |
| HIST 401          | Slavery in the Atlantic  | 3 |
| HIST 402          | The Long Civil Rights Movement                                     | 3 |
| HIST 411          | Diplomatic History of the United States                            | 3 |
| HIST 431          | Special Topics: American History                                   | 3 |
| HIST 331          | Nineteenth-Century Europe  | 3 |
| HIST 332          | Twentieth-Century Europe   | 3 |

|                   |                                 |   |
|-------------------|---------------------------------|---|
| HIST 380          | Modern Germany Since 1789       | 3 |
| HIST 383          | The Second World War            | 3 |
| HIST 311          | Medieval Europe                 | 3 |
| HIST 322/RELI 322 | Early and Medieval Christianity | 3 |
| HIST 327          | The Renaissance and Reformation | 3 |
| HIST 414          | History of England to 1688      | 3 |
| POLS 351          | Politics of Developing Areas    | 3 |
| POLS 352          | African Politics                | 3 |
| POLS 353          | Middle East Politics            | 3 |
| POLS 355          | Asian Politics                  | 3 |
| POLS 430          | Special Topics                  | 3 |
| RELI 346          | World Religions                 | 3 |
| SOCI 202          | Social Problems                 | 3 |
| SOCI 310/PSYC 310 | Social Psychology               | 3 |
| SOCI 400          | Minority Groups                 | 3 |
| SOCI 430          | Special Topics: Sociology       | 3 |

*NOTE: Students must complete ONE 300-level and ONE 400-level Writing Intensive course.*

**Required Minor Hours (29 hours)**

**Professional Education Minor**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted to the Teacher Education Program, as outlined in the School of Education (p. 164)'s section of this Catalog (entitled "Admission to the Teacher Education Program"). All candidates must be fully admitted into the Teacher Education Program a minimum of two full semesters prior to the semester in which they intend to student teach. Ideally, students should interview no later than the end of the first semester of their junior year.

|          |   |    |
|----------|---|----|
| PSYC 303 | Educational Psychology                            | 3  |
| EDUC 250 | Teaching in the 21st Century Schools              | 4  |
| EDUC 316 | Teaching Reading and Writing in the Content Areas | 3  |
| EDUC 350 | Diverse Populations in 21st Century Schools       | 4  |
| EDUC 440 | Classroom Management                              | 3  |
| EDUC 450 | Student Teaching                                  | 12 |

Total Credit Hours: 65

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete HIST 101 and HIST 102 as part of the General Education curriculum. Transfer students seeking Social Studies Professional Educator's licensure must also complete PSYC 201, SSCI 205, and BIOL 104 or GEOL 105 or GEOL 106.

**Other Requirements for all Students seeking Teacher Licensure**

- Demonstrate depth of content knowledge and acquisition of analytical, research, and communications skills. Teacher candidates must produce and formally present, utilizing relevant technology, a substantial, quality research project. This is a NCDPI licensure requirement.
- Make a grade of “C” or better in all courses counted towards meeting any state-mandated content or professional competency
- Maintain an overall 3.0 or better GPA

In addition to the major and minor, teacher candidates must also complete the following.

1. General Education Curriculum
  - a. Dimensions of the Humanities—Communication requirement will be fulfilled with EDUC 450
  - b. Dimensions of Scientific Inquiry—Select either BIOL 104 Environment for their Life Science course or GEOL 105 Oceanography and Meteorology or GEOL 106 Environmental Geology for their Physical Science course
2. If applicable at the time of program completion, achieve a minimum score on the Praxis II Subject Assessment exam. Teacher candidates are strongly encouraged to take the Praxis II exam before student teaching. For additional information, please refer to the Teacher Education Handbook.
3. At the end of EDUC 450 Student Teaching, teacher candidates must provide evidence of achievement at the Proficient level or higher. Teacher candidates are assessed on all standards (NCPTS 1-5) in accordance with the Teacher Candidate Evaluation Rubric of the North Carolina Educator Evaluation System. The rubric includes a range of four categories: Emergent, Developing, Proficient, and Accomplished.

Consult the Secondary Social Studies Licensure Coordinator, Professor Bradley Phillis, to stay current with licensure requirements.

**Sociology, Bachelor of Arts**

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                             | 30          |
| REQUIRED MINOR HOURS                             | <u>NONE</u> |
| TOTAL PROGRAM HOURS                              | 30          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>NONE |             |

**Student Learning Outcomes**

1. Sociology majors will demonstrate the ability to identify major social institutions and their impact on each other;

2. Sociology majors will demonstrate the ability to compare and contrast classical, modern, and postmodern social theory;
3. Sociology majors will demonstrate the ability to create an independent research project; and
4. Sociology majors will demonstrate the ability to evaluate the role of race, class, and gender in life chances. The Sociology major offers students the opportunity to examine social life in its many forms. Emphasis is given to issues such as social justice, diversity, inequality, social service, and social change. Internships in a wide range of locations are encouraged.

**Program Requirements**

**Required Major Hours (12 hours)**

|                   |                             |   |
|-------------------|-----------------------------|---|
| SOCI 201          | Introduction to Sociology   | 3 |
| SOCI 311          | Social Research Methodology | 3 |
| SOCI 330          | Sociological Theory         | 3 |
| SOCI 396/PSYC 396 | Introduction to Statistics  | 3 |

**Electives (18 hours)**

Choose six of the following.

|                   |                               |                 |
|-------------------|-------------------------------|-----------------|
| SOCI 202          | Social Problems               | 3               |
| SOCI 203          | Marriage and Family           | 3               |
| SOCI 310/PSYC 310 | Social Psychology             | 3               |
| SOCI 313          | Sociology of Deviant Behavior | 3               |
| SOCI 320          | Murder in America             | 3               |
| SOCI 340          | Social Change                 | 3               |
| SOCI 356          | Sociology of Religion         | 3               |
| SOCI 400          | Minority Groups               | 3               |
| SOCI 410          | Sociology of Gender           | 3               |
| SOCI 411          | Criminology                   | 3               |
| SOCI 415          | Juvenile Delinquency          | 3               |
| SOCI 421          | The Community                 | 3               |
| SOCI 450          | International Experience      | 3               |
| SOCI 451          | International Experience      | 3               |
| SOCI 490          | Sociology Seminar             | 3               |
| SOCI 497          | Internship I                  | 3 each semester |
| SOCI 498          | Internship II                 | 3 each semester |

Total Credit Hours: 30

**Additional Requirements for Transfer Majors**

None.

## Second Major

A student seeking a second major in any field of study offered by the Department of Social Sciences must meet the criteria outlined in the relevant description of each major.

### Program Requirements

#### Non-Western Course Requirements

Currently the department offers the following non-Western courses.

|          |  |   |
|----------|--|---|
| POLS 351 | Politics of Developing Areas                     | 3 |
| POLS 352 | African Politics                                 | 3 |
| POLS 353 | Middle East Politics                             | 3 |
| POLS 355 | Asian Politics                                   | 3 |
| POLS 401 | Comparative Political Economy                    | 3 |
| POLS 430 | Special Topics                                   | 3 |
| GLST 202 | International Relations and Comparative Politics | 3 |
| GLST 350 | International Conflict and Security              | 3 |
| GLST 381 | Political Violence                               | 3 |
| GLST 320 | Comparative Political Institutions               | 3 |
| GLST 380 | Model United Nations                             | 1 |
| GLST 384 | Human Rights                                     | 3 |
| GLST 310 | International Organizations                      | 3 |
| GLST 340 | International Political Economy                  | 3 |
| GLST 430 | Special Topics                                   | 3 |

*POLS 401: (African- or Asian-themed)*

*Departmental approval is required to count other courses as meeting non-Western requirements.*

#### Minor Fields of Study

NOTE: A student who elects to take HIST 245, POLS 202, or ECON 203 as part of the American Heritage Dimension of the University's General Education curriculum may count that course(s) toward meeting relevant minor requirements. However, only three hours of credit will be awarded for each course taken.

### Global Studies Minor

#### Required Minor Hours (6 hours)

|          |   |   |
|----------|---|---|
| SSCI 205 | Global Understanding  | 3 |
|          | Three hours of language beyond the General Education requirements | 3 |

### Concentrations (12 hours)

Two courses must be selected from the same concentration, and one course must be selected from each of the other two concentrations. GLST 202 may be substituted for one course in any one of the three concentrations.

#### Comparative Politics Concentration

|          |                                    |   |
|----------|------------------------------------|---|
| POLS 351 | Politics of Developing Areas       | 3 |
| POLS 352 | African Politics                   | 3 |
| POLS 353 | Middle East Politics               | 3 |
| POLS 354 | European Politics                  | 3 |
| POLS 355 | Asian Politics                     | 3 |
| POLS 356 | Latin American Politics            | 3 |
| GLST 320 | Comparative Political Institutions | 3 |
| GLST 340 | International Political Economy    | 3 |

#### Interdisciplinary Concentration

|                   |  |   |
|-------------------|--|---|
| BIOL 104          | Environment  | 4 |
| BADM 360          | International Business   | 3 |
| ECON 401          | International Economics  | 3 |
| ECON 404          | Economic Development   | 3 |
| ENGL 356          | Literature And Colonization  | 3 |
| ENGL 357          | Caribbean Literature   | 3 |
| ENGL 359          | Topics in World Literature   | 3 |
| GLST 495          | Independent Study  | 3 |
| GLST 497          | Internship in Global Studies I                                     | 3 |
| GLST 498          | Internship in Global Studies II                                    | 3 |
| HIST 311          | Medieval Europe  | 3 |
| HIST 314          | Making America: Colonization, Revolution and the U.S. Constitution | 3 |
| HIST 318          | Civil War and Reconstruction                                       | 3 |
| HIST 322/RELI 322 | Early and Medieval Christianity                                    | 3 |
| HIST 323/RELI 323 | Modern Christianity  | 3 |
| HIST 324/RELI 324 | American Christianity  | 3 |
| HIST 325          | The History of the New South                                       | 3 |
| HIST 327          | The Renaissance and Reformation                                    | 3 |
| HIST 331          | Nineteenth-Century Europe  | 3 |
| HIST 332          | Twentieth-Century Europe   | 3 |
| HIST 345          | North Carolina History   | 3 |
| HIST 380          | Modern Germany Since 1789  | 3 |
| HIST 383          | The Second World War   | 3 |
| POLS 220          | Adventures in Politics   | 1 |

|              |  |                 |  |   |                 |
|--------------|--|-----------------|--|---|-----------------|
| POLS 304     | State and Local Government in the United States          | 3               | SOCI 340   | Social Change   | 3               |
| POLS 314     | The Courts   | 3               | SOCI 356   | Sociology of Religion   | 3               |
| POLS 316     | Public Opinion   | 3               | SOCI   | Introduction to Statistics  | 3               |
| POLS 320     | Constitutional Law I: Structure and Institution          | 3               | 396/PSYC 396   |   |                 |
| POLS 322     | Foreign Policy of the United States                      | 3               | SOCI 400   | Minority Groups   | 3               |
| POLS 323     | American Political Parties                               | 3               | SOCI 410   | Sociology of Gender   | 3               |
| POLS 324     | Constitutional Law II: Bill of Rights and 14th Amendment | 3               | SOCI 411   | Criminology   | 3               |
| POLS 325     | Southern Politics  | 3               | SOCI 415   | Juvenile Delinquency  | 3               |
| POLS 333     | The President and Congress                               | 3               | SOCI 421   | The Community   | 3               |
| POLS 335     | American Political Thought                               | 3               | SOCI 430   | Special Topics: Sociology   | 3               |
| POLS 351     | Politics of Developing Areas                             | 3               | SOCI 450   | International Experience  | 3               |
| POLS 352     | African Politics   | 3               | SOCI 451   | International Experience  | 3               |
| POLS 353     | Middle East Politics                                     | 3               | SOCI 490   | Sociology Seminar   | 3               |
| POLS 354     | European Politics  | 3               | SOCI 497   | Internship I  | 3 each semester |
| POLS 355     | Asian Politics   | 3               | SOCI 498   | Internship II   | 3 each semester |
| POLS 356     | Latin American Politics                                  | 3               | WLLC 102   | One World, Many Voices: an Introduction to Intercultural Communicative Competency | 3               |
| POLS 370     | Ancient and Medieval Political Philosophy                | 3               | <b>International Relations Concentration</b>   |   |                 |
| POLS 371     | Modern Political Philosophy                              | 3               | GLST 310   | International Organizations   | 3               |
| POLS 372     | Contemporary Political Thought                           | 3               | GLST 384   | Human Rights  | 3               |
| POLS 376     | The Politics of Happiness                                | 3               | GLST 350   | International Conflict and Security   | 3               |
| POLS 380     | Model United Nations                                     | 1               | GLST 340   | International Political Economy   | 3               |
| POLS 430     | Special Topics   | 3               | POLS 322   | Foreign Policy of the United States   | 3               |
| POLS 450     | International Experience                                 | 3               | Total Credit Hours: 18   |   |                 |
| POLS 451     | International Experience                                 | 3               | <b>Museum Studies Minor</b>  |   |                 |
| POLS 490     | Political Science Seminar                                | 3               | Museum studies gives students a broad introduction to museum careers with emphasis on basic theory, professional ethics, museum structures and types, and collections management. Students are also exposed to exhibit design or educational programming. The program places strong emphasis on experiential learning, with two mandatory internships and a senior-year practicum. |   |                 |
| POLS 495     | Independent Study  | 3               | <b>Required Courses (12 hours)</b>   |   |                 |
| POLS 497     | Internship in Political Science I                        | 3 each semester | MUSE 200   | Introduction to Museum Studies  | 3               |
| POLS 498     | Internship in Political Science II                       | 3 each semester | MUSE 497   | Museum Internship 1   | 3               |
| RELI 245     | Religion and Culture in a Global Perspective             | 3               | MUSE 498   | Museum Internship 2   | 3               |
| RELI 347     | Religions of India                                       | 3               | MUSE 401   | Museum Practicum  | 1               |
| RELI 348     | Religions of China and Japan                             | 3               | (repeatable up to three hours)   |   |                 |
| RELI 349     | Introduction to Judaism                                  | 3               |  |   |                 |
| RELI 350     | Introduction to Islam                                    | 3               |  |   |                 |
| SOCI         | Social Psychology  | 3               |  |   |                 |
| 310/PSYC 310 |  |                 |  |   |                 |
| SOCI 311     | Social Research Methodology                              | 3               |  |   |                 |
| SOCI 313     | Sociology of Deviant Behavior                            | 3               |  |   |                 |
| SOCI 320     | Murder in America  | 3               |  |   |                 |
| SOCI 330     | Sociological Theory                                      | 3               |  |   |                 |

**Electives (6 hours)**

Choose two of the following.

|          |                               |   |
|----------|-------------------------------|---|
| MUSE 310 | Collections Management        | 3 |
| MUSE 320 | Museum Education and Outreach | 3 |
| MUSE 330 | Exhibit Design                | 3 |

Three 300- or 400-level departmental electives 9

Total Credit Hours: 18

**History Minor**

**Required Minor Hours (18 hours)**

|          |  |    |
|----------|--|----|
| HIST 244 | Survey of United States History to 1877                  | 3  |
| HIST 245 | Survey of United States History from 1877 to the Present | 3  |
|          | HIST electives beyond General Education requirements     | 12 |

Total Credit Hours: 18

**Political Science and International Affairs Minor**

**Required Minor Hours (18 hours)**

|          |  |   |
|----------|--|---|
| GLST 202 | International Relations and Comparative Politics | 3 |
| POLS 201 | Introduction to Political Science                | 3 |
| POLS 490 | Political Science Seminar                        | 3 |

**Electives (9 hours)**

Political Science and International Affairs minors may select from a wide range of electives to satisfy the remaining 9 hours; any upper level (300 or 400 level) course within Political Science (POLS prefix) and International Affairs (GLST prefix) or any upper level (300 or 400 level) course in History or Sociology is acceptable. Finally, up to 6 hours of PREX 402 Study Abroad credit hours may be accepted as elective hours.

Total Credit Hours: 18

**Social Sciences Minor**

**Required Minor Hours (18 hours)**

|          |   |   |
|----------|---|---|
| HIST 244 | Survey of United States History to 1877 | 3 |
| POLS 201 | Introduction to Political Science       | 3 |
| SOCI 201 | Introduction to Sociology               | 3 |

**Sociology Minor**

**Required Minor Hours (18 hours)**

|          |                           |    |
|----------|---------------------------|----|
| SOCI 201 | Introduction to Sociology | 3  |
|          | SOCI electives            | 15 |

Total Credit Hours: 18

**Department of Theatre Arts**

Department Chair: A. Rich

**Faculty**

Professor: A. Rich  
Associate Professor: C. Nelson

**Mission Statement**

The Department of Theatre Arts at Gardner-Webb University seeks

1. to provide the necessary information, skills, and experiences for theatre majors to pursue successful careers in professional, educational, and community theatre;
2. to provide meaningful cultural experiences for the University family as well as the community at large; and
3. to offer opportunities for students, staff, faculty, and community members to participate in fully mounted theatre productions, fulfilling in part the mission of a liberal arts institution.

**Major Field of Study**

Bachelor of Arts in Theatre Arts

**Minor Field of Study**

Theatre

## Theatre Arts, Bachelor of Arts

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 48          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 48          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |             |
| NONE                                     |             |

### Learning Outcomes

1. Students will explore significant traditions and historical developments of the theatre and important movements in dramatic literature that make theatre a vital expression of the human experience;
2. Students will build skills in creative expression, critical thinking, and communication;
3. Students will demonstrate fundamental skills in stagecraft and theatre performance; and
4. Students will create theatre experiences for live audiences, demonstrating a synthesis of theory and practice.

### Program Requirements

#### Required Major Hours (27 hours)

|          |                                    |   |
|----------|------------------------------------|---|
| THEA 150 | Acting I                           | 3 |
| THEA 203 | Applied Theatre                    | 1 |
| THEA 222 | Stagecraft                         | 3 |
| THEA 360 | Script Analysis                    | 3 |
| THEA 381 | Theatre History and Literature I   | 3 |
| THEA 382 | Theatre History and Literature II  | 3 |
| THEA 383 | Theatre History and Literature III | 3 |
| THEA 434 | Directing I                        | 3 |

*Theatre majors are required to successfully complete THEA 203 six times (i.e., appropriately contribute to six theater productions).*

#### Elective (3 hours)

Choose one of the following.

|          |                   |   |
|----------|-------------------|---|
| THEA 250 | Acting II         | 3 |
| THEA 202 | Voice and Diction | 3 |

#### Electives (6 hours)

Choose two of the following.

|          |   |   |
|----------|---|---|
| THEA 300 | Introduction to Scene Design              | 3 |
| THEA 310 | Introduction to Stage Make-Up             | 3 |
| THEA 320 | Introduction to Lighting and Sound Design | 3 |
| THEA 333 | Introduction to Costume Design            | 3 |

### Electives (12 hours)

Choose four of the following.

|          |   |     |
|----------|---|-----|
| THEA 202 | Voice and Diction                         | 3   |
| THEA 205 | Summer Theatre Workshop                   | 3   |
| THEA 235 | Theatre Survey                            | 3   |
| THEA 300 | Introduction to Scene Design              | 3   |
| THEA 320 | Introduction to Lighting and Sound Design | 3   |
| THEA 310 | Introduction to Stage Make-Up             | 3   |
| THEA 332 | Stage Combat                              | 3   |
| THEA 333 | Introduction to Costume Design            | 3   |
| THEA 350 | Acting III                                | 3   |
| THEA 351 | Acting IV                                 | 3   |
| THEA 390 | Theatre Management                        | 3   |
| THEA 400 | Special Topics in Theatre                 | 1-3 |
| THEA 421 | Playwriting                               | 3   |
| THEA 435 | Directing II                              | 3   |
| THEA 442 | Acting for the Camera                     | 3   |
| THEA 493 | Internship in Theater Arts                | 3   |
| ENGL 413 | Shakespeare                               | 3   |

Total Credit Hours: 48

### Additional Requirements for Transfer Majors

None.

## Theatre Minor

#### Required Minor Hours (9 hours)

|          |                 |   |
|----------|-----------------|---|
| THEA 203 | Applied Theatre | 1 |
| THEA 222 | Stagecraft      | 3 |
| THEA 235 | Theatre Survey  | 3 |

Students seeking a Theatre Minor must successfully complete THEA 203, a one-credit-hour class, a minimum of three times (i.e., appropriately contribute to a minimum of three theater productions).

#### Elective (3 hours)

Choose one of the following.

|          |                   |   |
|----------|-------------------|---|
| THEA 150 | Acting I          | 3 |
| THEA 202 | Voice and Diction | 3 |

#### Electives (6 hours)

Students will select any additional six hours of THEA courses to complete their Theatre Minor.

Total Credit Hours: 18

## Department of World Languages, Literatures, and Cultures

Department Chair: B. Martin

## Faculty

Professors: T. Cox, B. Martin, C. Moore  
Associate Professors: M. High, T. Phillips  
Instructors: R. Moore, R. Gribble

## Mission

The mission of the Department of World Languages, Literatures, and Cultures is to teach students communicative skills in a world language through a curriculum which emphasizes a liberal arts philosophy and Christian values and, ultimately, produces graduates who have an appreciation and knowledge of another culture, its language, and its literature. Students who choose to major in any field of study offered by the Department of World Languages, Literatures, and Cultures will be proficient in speaking, reading, writing, and, in the case of ASL, signing the target language.

## Major Fields of Study

World Languages, Literatures, and Cultures with Concentrations in French, German Studies, and Spanish American Sign Language (ASL)  
English as a Second Language with Teacher Licensure (K-12)  
French with Teacher Licensure (K-12)  
Spanish with Teacher Licensure (K-12)

## Minor Fields of Study

American Sign Language (ASL)  
Classical Languages  
French  
Intercultural Communication  
Interpreting (available only to students majoring in American Sign Language)  
Minor in Cultural Studies with Concentrations in French, German, and Spanish  
Spanish

## Major Fields of Study Detail

Students who plan to major in a world language should take 101 and 102 during their first year of study in order to stay in sequence for graduation.

Students must begin their world-language requirements for graduation in the General Education curriculum by the fourth semester of study. This means prior to beginning the third or junior year. It is highly recommended to take all language courses in a sequence without skipping a semester.

Transfer students transferring in at least 45 hours and needing this requirement will begin world-language study their first semester at Gardner-Webb. Requests for exceptions must go through the process for Academic Appeals.

Students who wish to prove proficiency in a language not taught by the Department should see the department chair for options proving proficiency. If an exam is required, it will be through ACFTL and the student is required to pay the fees.

Placement tests administered in the Department only indicate the proficiency level of a student. They are not used to award course credit. Students who wish to take a course out of sequence, without the required prerequisites, must request permission from the Department. Forms are available from the department chair.

## World Languages, Literatures, and Cultures with Concentrations in French, German Studies, and Spanish, Bachelor of Arts

|   |             |
|---|-------------|
| REQUIRED MAJOR HOURS  | 42          |
| REQUIRED MINOR HOURS  | <u>NONE</u> |
| TOTAL PROGRAM HOURS   | 42          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>FREN 101 and FREN 102, GERM 101 and GERM 102,<br>OR SPAN 101 and SPAN 102 |             |

## Student Learning Outcomes

1. Students who choose to major in any concentration of WLLC will be proficient in speaking, reading, and writing the target language;
2. Distinguish language as a human phenomenon: how it is used in social contexts, how the mind processes language, how language (first and second) is acquired, how it is compared to non-human forms of communication;
3. Describe culture as a context for communication by defining culture and identities within that culture, by understanding face-to-face and mediated communication, and by understanding culture's influence on perspective;
4. List cultural values: the dimensions of culture, dominant U.S. cultural patterns, comparative cultural patterns, culture and gender, contact between cultures;
5. Discover the basic theoretical and cultural concepts underlying historical and contemporary approaches to literature and of the major differences between them; and
6. Generate and articulate personal responses to literary and critical texts, and to explain the premises and assumptions underlying such personal responses.

## Concentrations



French  
German Studies  
Spanish

|          |  |     |
|----------|--|-----|
| FREN 202 | Real World French: Transitions                                 | 3   |
| FREN 301 | Intensive French: Texts and Contexts                           | 3   |
| FREN 302 | Advanced French Expression                                     | 3   |
| FREN 305 | Products, Practices, and Perspectives of France                | 3   |
| FREN 306 | Products, Practices, and Perspectives of the Francophone World | 3   |
| FREN 309 | Contemporary France  | 3   |
| FREN 310 | French for Careers   | 3   |
| FREN 311 | French Study Abroad  | 6   |
| FREN 312 | French Study Abroad  | 6   |
| FREN 315 | Lights, Camera, Action! Studies in French Film                 | 3   |
| FREN 320 | International Experience                                       | 1-3 |
| FREN 321 | International Experience                                       | 1-3 |
| FREN 403 | Advanced French Oral Expression                                | 3   |
| FREN 409 | Seminar in French: Special Topics                              | 3   |
| FREN 410 | Voices That Formed Our World: Texts of France                  | 3   |
| FREN 420 | Rediscovering New Worlds                                       | 3   |
| FREN 430 | Advanced Studies in Francophone Peoples and Cultures I         | 3   |
| FREN 440 | Advanced Studies in Francophone Peoples and Cultures II        | 3   |
| FREN 495 | Independent Study I  | 3   |
| FREN 496 | Independent Study II   | 3   |

### The major consists of courses in four (4) tiers.

1. *Foundation courses (9 hours)*: An introduction into the relevant fields of their major (linguistics, intercultural communication, literature, and film studies).

2. *Language, literature, and culture courses above the 100-level taught in the target language (21 hours)*: These courses will be taken by students of a specific concentration.

3. *Comparative courses (9 hours)*: These courses will be taken by students of all concentrations.

4. *Capstone (3 hours)*: A senior seminar focusing on the exploration, research, development, and presentation of a major research and analytical essay on a subject appropriate to the major (Fall semester, senior year). The essay will be presented at a conference in the following Spring semester.

A student's program of study is made in consultation with the faculty advisor.

## Program Requirements

### Required Major Hours

All WLLC majors take the three Foundations courses (9 hours), three of the Comparative courses (9 hours), and the Capstone course (3 hours). The remaining 21 hours come from the student's choice of a French, German Studies, or Spanish concentration; these courses must be above the 100-level.

A WLLC major and Cultural Studies minor in the same concentration are mutually exclusive. Courses taken in WLLC can only be used for one minor (Cultural Studies or Language Minor).

### Foundation Courses, All Concentrations (9 hours)

|          |   |   |
|----------|---|---|
| WLLC 101 | The Science of Language: an Introduction to Linguistics                           | 3 |
| WLLC 102 | One World, Many Voices: an Introduction to Intercultural Communicative Competency | 3 |
| WLLC 103 | The Art of 'Reading:' Introduction to Literary and Film Studies                   | 3 |

### Concentration (21 hours)

#### French Concentration

Choose 21 hours from the following.

*Note that many advanced courses require prerequisites, typically FREN 201 and FREN 202 and some FREN 301 and/or FREN 302.*

|          |                              |   |
|----------|------------------------------|---|
| FREN 201 | Real World French: Let's Go! | 3 |
|----------|------------------------------|---|

#### German Studies Concentration

Choose 21 hours from the following.

*Note that many advanced courses require prerequisites, typically GERM 201 and GERM 202 and some GERM 301 and/or GERM 302.*

|          |  |     |
|----------|--|-----|
| GERM 201 | Real World German: Let's Go!                   | 3   |
| GERM 202 | Real World German: Transitions                 | 3   |
| GERM 301 | Intensive German: Texts and Contexts           | 3   |
| GERM 302 | Advanced German Expression                     | 3   |
| GERM 315 | Lights, Camera, Action! Studies in German Film | 3   |
| GERM 320 | International Experience                       | 1-3 |
| GERM 321 | International Experience                       | 1-3 |
| GERM 409 | Seminar in German: Special Topics              | 1-6 |
| GERM 495 | Independent Study I                            | 3   |
| GERM 496 | Independent Study II                           | 3   |

With the approval of the Department of World Languages, Literatures, and Cultures, two courses related to German culture, history, politics, etc., may be taken in other departments.

**Spanish Concentration**

Choose 21 hours from the following.

Note that many advanced courses require prerequisites, typically SPAN 201 and SPAN 202 and some SPAN 301 and/or SPAN 302.

|          |   |                 |
|----------|---|-----------------|
| SPAN 201 | Real World Spanish: Let's Go!                                       | 3               |
| SPAN 202 | Real World Spanish: Transitions                                     | 3               |
| SPAN 301 | Intensive Spanish: Texts and Contexts                               | 3               |
| SPAN 302 | Advanced Spanish Expression   | 3               |
| SPAN 305 | Products, Practices, and Perspectives of the Spanish-Speaking World | 3               |
| SPAN 310 | Spanish for Careers   | 3               |
| SPAN 311 | Spanish Study Abroad  | 6               |
| SPAN 312 | Spanish Study Abroad  | 6               |
| SPAN 315 | Lights, Camera, Action! Studies in Hispanic Film                    | 3               |
| SPAN 320 | International Experience  | 1-3             |
| SPAN 321 | International Experience  | 1-3             |
| SPAN 403 | Advanced Spanish Oral Expression                                    | 3               |
| SPAN 409 | Seminar in Spanish: Special Topics                                  | 3               |
| SPAN 410 | Voices that Formed Our World: Texts of Spain                        | 3               |
| SPAN 420 | Rediscovering New Worlds  | 3               |
| SPAN 430 | Advanced Studies in Hispanic Peoples and Cultures I                 | 3 each semester |
| SPAN 440 | Advanced Studies in Hispanic Peoples and Cultures II                | 3 each semester |
| SPAN 495 | Independent Study I   | 3 each semester |
| SPAN 496 | Independent Study II  | 3 each semester |

**Comparative Courses, All Concentrations (9 hours)**

Choose three of the following.

|          |   |   |
|----------|---|---|
| WLLC 301 | Girls Gone Mad: The Portrayal of Female "Madness" in World Cinema | 3 |
| WLLC 302 | He Said, She Said: Gender and Communication                       | 3 |
| WLLC 303 | Women's Voices  | 3 |

|                   |  |   |
|-------------------|--|---|
| WLLC 304          | Tasting the World One Plateful at a Time: A Study of Food, Language, and Culture | 3 |
| WLLC 305          | Dance 'Round the World: A Study of Dance and Cultural Diversity                  | 3 |
| WLLC 306          | Voices of Exile  | 3 |
| WLLC 307/SPMG 307 | The Universal Language of Sport/Sport as a Unifying Force in Europe              | 3 |
| WLLC 308          | Culture and Remakes: Let's Go to the Movies!                                     | 3 |

**Capstone, All Concentrations (3 hours)**

|          |                                  |   |
|----------|----------------------------------|---|
| WLLC 480 | Senior Seminar (Capstone Course) | 3 |
|----------|----------------------------------|---|

Total Credit Hours: 42

**Additional Requirements for Transfer Majors**

None.

**American Sign Language, Bachelor of Arts**

|                      |             |
|----------------------|-------------|
| REQUIRED MAJOR HOURS | 48          |
| REQUIRED MINOR HOURS | <u>NONE</u> |
| TOTAL PROGRAM HOURS  | 48          |

PRESCRIBED COURSES ATTAINABLE IN GEN ED: SGLG 101 AND SGLG 102

**Mission**

The mission of the ASL program at Gardner-Webb is to graduate students with advanced language proficiency and the cultural awareness and sensitivity to function within the deaf community as interpreters, teachers, counselors, etc.

**Student Learning Outcomes**

1. Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions;
2. Students comprehend and interpret live and recorded American Sign Language on a variety of topics;
3. Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics;
4. Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf Culture;
5. Students reinforce and further their knowledge of other disciplines through American Sign Language; and

- Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf Culture.

|          |   |   |
|----------|---|---|
| SGLG 211 | Intensive ASL I<br>AND  | 6 |
| SGLG 212 | Intensive ASL II  | 6 |
| SGLG 300 | Introduction to the Deaf<br>Community   | 3 |
| SGLG 301 | Advanced ASL I  | 3 |
| SGLG 302 | Advanced ASL II   | 3 |
| SGLG 305 | Deaf Culture  | 3 |
| SGLG 407 | Linguistics of ASL  | 3 |
| SGLG 495 | Internship  | 3 |
| SGLG 496 | Internship  | 3 |
| WLLC 480 | Senior Seminar (Capstone<br>Course)   | 3 |
| WLLC 101 | The Science of Language: an<br>Introduction to Linguistics                              | 3 |
| WLLC 102 | One World, Many Voices: an<br>Introduction to Intercultural<br>Communicative Competency | 3 |
| WLLC 103 | The Art of 'Reading':<br>Introduction to Literary and<br>Film Studies                   | 3 |

**Entrance Requirements to the ASL Major**

A student wishing to major in ASL must apply to be accepted into the major. The student may not apply until they are in SGLG 202 or have placed out of SGLG 202. The application process is as follows.

- The student must submit to the ASL Studies Program a letter requesting entrance to the major, explaining their interest in the major and what their goals are for the future.
- The student must submit a copy of their transcript along with their letter. The student must have a "B" average in all ASL courses taken to that point at Gardner-Webb University. If a student is transferring from another college, the student must submit their transcript and have a "B" average in all ASL courses taken at another institution.
  - If the student places out of SGLG 202 but has no prior college-level ASL courses, the student will apply to the major at the end of his or her first semester at Gardner-Webb and at that point must have a "B" average in all ASL courses taken at Gardner-Webb.
  - The student must provide documentation that he or she has passed the SLPI at the Intermediate Level. All Gardner-Webb students will take the SLPI during the semester they are in SGLG 202. Students transferring in or placing out of SGLG 202 will take the SLPI at the beginning of their first semester at Gardner-Webb. Contact the Director of the ASL Program for more information about the SLPI.
- The ASL Studies Program Faculty will jointly review all applications to determine acceptance into the program.

**Electives (9 hours)**

Choose three of the following.

|          |  |     |
|----------|--|-----|
| SGLG 401 | The Sociolinguistics of Sign<br>Language     | 3   |
| SGLG 402 | ASL Literature and Folklore                  | 3   |
| SGLG 408 | Introduction to Teaching ASL                 | 3   |
| SGLG 409 | Special Topic                                | 3   |
| SGLG 494 | Independent Study<br>OR                      | 1-3 |
| SLIN 303 | Fundamentals and Theories<br>of Interpreting | 3   |

*SLIN 303: if the student is not an Interpreting minor*

Total Credit Hours: 48

**Sign Language Proficiency Interview (SLPI) Requirements for All Students**

Each student must pass the Sign Language Proficiency Interview (SLPI) at the Intermediate level during the fourth semester of ASL study in order to apply to major in ASL. The SLPI must be passed at the Advanced level in order to graduate. The student should contact the Director of the ASL Program for additional information concerning this process. A fee is charged for each SLPI administration. There is no limit regarding the number of exams that can be taken, but a six-month waiting period is required between each exam.

**Program Requirements**

**Required Major Hours (39 hours)**

|          |                           |   |
|----------|---------------------------|---|
| SGLG 201 | Intermediate ASL I<br>AND | 3 |
| SGLG 202 | Intermediate ASL II<br>OR | 3 |

**Additional Requirements for Transfer Majors**

None.

**English as a Second Language with Teacher Licensure, Bachelor of Arts**

|   |           |
|---|-----------|
| REQUIRED MAJOR HOURS  | 39        |
| REQUIRED MINOR HOURS  | <u>23</u> |
| TOTAL PROGRAM HOURS   | 62        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>FREN 101, FREN 102, AND FREN 201 OR SPAN 101,<br>SPAN 102, AND SPAN 201 |           |

English as a Second Language with Teacher Licensure at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

**Student Learning Outcomes**

1. Advanced proficiency in English;
2. Intermediate proficiency in the world language (OPI scale);
3. An understanding of all aspects of the English language well enough to be able to explain and model the component skills for students;
4. The ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. The ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

**Course Requirements**

The classes in Second Language Education are arranged in cohorts based upon when the student begins taking the Methods/Practicum courses. Students are encouraged to take the first semester in the spring of their sophomore year. The first semester of study covers the basic methods of Second Language instruction. The second semester of study covers literacy and assessment in application. The third semester of study covers data assessment. The fourth Methods practicum course is a shadowing experience prior to student teaching. It covers classroom management in application. The first three courses include 10 weeks of practicum placement in the public schools with a licensed World Language teacher. These placements are based upon the course number in which the student is enrolled. Middle Grades students take ESOL 335 which covers teaching English Language Learners in the content classroom.

**Required Major Hours (39 hours)**

|          |  |   |
|----------|--|---|
| ESOL 332 | ESL Methods/Practicum K-6                                    | 2 |
| ESOL 335 | ESL Methods/Practicum 6-9                                    | 2 |
| ESOL 338 | ESL Methods/ Practicum 9-12                                  | 2 |
| ESOL 333 | ESL Methods/Practicum K-6<br>OR                              | 2 |
| ESOL 336 | ESL Methods/Practicum 6-9<br>OR                              | 2 |
| ESOL 339 | ESL Methods/ Practicum 9-12                                  | 2 |
| ESOL 400 | ESL Seminar  | 3 |
| ENGL 363 | Rhetorical Grammar   | 3 |
| ENGL 364 | Language and Literacy<br>Through the Twenty-First<br>Century | 3 |
| SOCI 400 | Minority Groups  | 3 |
| EDUC 302 | Literacy Foundations   | 3 |
| EDUC 306 | Literacy and Language Arts for<br>K-9                        | 4 |
| EDUC 312 | Practicum in Literacy (K-9)                                  | 3 |
| EDUC 316 | Teaching Reading and Writing<br>in the Content Areas         | 3 |

|          |   |  |   |
|----------|---|--|---|
|          | OR  |  |   |
| ENGL 483 | The Teaching of Writing                             |  | 3 |
| FREN 202 | Real World French: Transitions                      |  | 3 |
|          | OR  |  |   |
| SPAN 202 | Real World Spanish:<br>Transitions                  |  | 3 |
|          | AND   |  |   |
|          | One 300-level course in either<br>French or Spanish |  | 3 |

*The ESOL 333, ESOL 336, or ESOL 339 selection depends on the Student Teaching placement level. EDUC 316 is preferred.*

**Required Minor Hours (23 hours)**

**Professional Education Minor**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking French licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least Intermediate High prior to beginning Student Teaching. Students are encouraged to enter the Teacher Education program the semester after successful completion of EDUC 250. Students seeking K-12 ESL licensure are encouraged to pass the Praxis II licensing exam during the last year of study before graduation.

|          |  |    |
|----------|--|----|
| EDUC 250 | Teaching in the 21st Century<br>Schools        | 4  |
| EDUC 350 | Diverse Populations in 21st<br>Century Schools | 4  |
| EDUC 450 | Student Teaching                               | 12 |
| PSYC 303 | Educational Psychology                         | 3  |

Total Credit Hours: 62

**Additional Requirements for Transfer Majors**

None.

**French with Teacher Licensure, Bachelor of Arts**

|   |           |
|---|-----------|
| REQUIRED MAJOR HOURS  | 38        |
| REQUIRED MINOR HOURS  | <u>23</u> |
| TOTAL PROGRAM HOURS   | 61        |
| PREScribed COURSES ATTAINABLE IN GEN ED:<br>FREN 101 AND FREN 102 |           |

**Goals**

At the time of graduation, students majoring in French with Teacher Licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina.

French with Teacher Licensure at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

### Student Learning Outcomes

1. Maintain Advanced-level proficiency in French (ACTFL scale);
2. Demonstrate an understanding of all aspects of the French language well enough to be able to explain and model the component skills for students in K-12 classrooms;
3. Demonstrate an understanding of all aspects of French-speaking cultures well enough to be able to explain and model the component skills for students in K-12 classrooms;
4. Demonstrate the ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. Demonstrate the ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

### Program Requirements

#### Required Major Hours

#### Upper-Level French Courses (30 hours)

Choose 30 hours from the following.

*Note that many advanced courses require prerequisites, typically FREN 201 and FREN 202 and some FREN 301 and/or FREN 302.*

|          |  |     |
|----------|--|-----|
| FREN 201 | Real World French: Let's Go!                                   | 3   |
| FREN 202 | Real World French: Transitions                                 | 3   |
| FREN 300 | Aspects of French Culture and Language                         | 3   |
| FREN 301 | Intensive French: Texts and Contexts                           | 3   |
| FREN 302 | Advanced French Expression                                     | 3   |
| FREN 305 | Products, Practices, and Perspectives of France                | 3   |
| FREN 306 | Products, Practices, and Perspectives of the Francophone World | 3   |
| FREN 309 | Contemporary France  | 3   |
| FREN 310 | French for Careers   | 3   |
| FREN 311 | French Study Abroad  | 6   |
| FREN 312 | French Study Abroad  | 6   |
| FREN 315 | Lights, Camera, Action! Studies in French Film                 | 3   |
| FREN 320 | International Experience                                       | 1-3 |

|          |   |     |
|----------|---|-----|
| FREN 321 | International Experience                                | 1-3 |
| FREN 403 | Advanced French Oral Expression                         | 3   |
| FREN 409 | Seminar in French: Special Topics                       | 3   |
| FREN 410 | Voices That Formed Our World: Texts of France           | 3   |
| FREN 420 | Rediscovering New Worlds                                | 3   |
| FREN 430 | Advanced Studies in Francophone Peoples and Cultures I  | 3   |
| FREN 440 | Advanced Studies in Francophone Peoples and Cultures II | 3   |
| FREN 495 | Independent Study I                                     | 3   |
| FREN 496 | Independent Study II                                    | 3   |

#### Practicum (8 hours)

Students select a Practicum relevant to the grade level at which they intend to teach.

|          |                                     |   |
|----------|-------------------------------------|---|
| FREN 332 | French Methods/ Practicum K-6       | 2 |
| FREN 335 | French Methods/ Practicum 6-9       | 2 |
| FREN 338 | French Methods/ Practicum 9-12      | 2 |
| FREN 333 | French Methods/ Practicum K-6<br>OR | 2 |
| FREN 336 | French Methods/ Practicum 6-9<br>OR | 2 |
| FREN 339 | French Methods/ Practicum 9-12      | 2 |

*The FREN 333, FREN 336, or FREN 339 selection depends on the Student Teaching placement level.*

#### Required Minor Hours (23 hours)

##### Professional Education Minor

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students are encouraged to enter the Teacher Education program the semester after successful completion of EDUC 250. Students seeking K-12 French licensure are encouraged to pass the Praxis II licensing exam during the last year of study before graduation.

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools        | 4  |
| EDUC 350 | Diverse Populations in 21st Century Schools | 4  |
| EDUC 450 | Student Teaching                            | 12 |
| PSYC 303 | Educational Psychology                      | 3  |

Total Credit Hours: 61

**Additional Requirements for Transfer Majors**

None.

**Spanish with Teacher Licensure, Bachelor of Arts**

|   |           |
|---|-----------|
| REQUIRED MAJOR HOURS  | 38        |
| REQUIRED MINOR HOURS  | <u>23</u> |
| TOTAL PROGRAM HOURS   | 61        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>SPAN 101 AND SPAN 102 |           |

**Goals**

At the time of graduation, students majoring in Spanish with teacher licensure are expected to reach a proficiency level approaching Advanced (ACTFL Proficiency Guidelines). All students must pay for and successfully reach a minimum level of Intermediate High on the ACTFL Proficiency exam to prove their competencies for licensure in North Carolina

Spanish with Teacher Licensure at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

**Student Learning Outcomes**

1. Maintain Advanced-level proficiency in Spanish (ACTFL scale);
2. Demonstrate an understanding of all aspects of the Spanish language well enough to be able to explain and model the component skills for students in K-12 classrooms;
3. Demonstrate an understanding of all aspects of Spanish-speaking cultures well enough to be able to explain and model the component skills for students in K-12 classrooms;
4. Demonstrate the ability to plan, implement, and evaluate instruction in educationally sound ways; and
5. Demonstrate the ability to select and use the appropriate methodologies and materials for students of different ages, interests, and backgrounds.

**Program Requirements**

**Required Major Hours**

**Upper-Level Spanish Courses (30 hours)**

Choose 30 hours from the following.

*Note that many advanced courses require prerequisites, typically SPAN 201 and SPAN 202 and some SPAN 301 and/or SPAN 302.*

|          |                               |   |
|----------|-------------------------------|---|
| SPAN 201 | Real World Spanish: Let's Go! | 3 |
|----------|-------------------------------|---|

|          |   |                 |
|----------|---|-----------------|
| SPAN 202 | Real World Spanish: Transitions                                     | 3               |
| SPAN 300 | Aspects of Hispanic Culture and Language                            | 3               |
| SPAN 301 | Intensive Spanish: Texts and Contexts                               | 3               |
| SPAN 302 | Advanced Spanish Expression   | 3               |
| SPAN 305 | Products, Practices, and Perspectives of the Spanish-Speaking World | 3               |
| SPAN 310 | Spanish for Careers   | 3               |
| SPAN 311 | Spanish Study Abroad  | 6               |
| SPAN 312 | Spanish Study Abroad  | 6               |
| SPAN 315 | Lights, Camera, Action! Studies in Hispanic Film                    | 3               |
| SPAN 320 | International Experience  | 1-3             |
| SPAN 321 | International Experience  | 1-3             |
| SPAN 403 | Advanced Spanish Oral Expression                                    | 3               |
| SPAN 409 | Seminar in Spanish: Special Topics                                  | 3               |
| SPAN 410 | Voices that Formed Our World: Texts of Spain                        | 3               |
| SPAN 420 | Rediscovering New Worlds  | 3               |
| SPAN 430 | Advanced Studies in Hispanic Peoples and Cultures I                 | 3 each semester |
| SPAN 440 | Advanced Studies in Hispanic Peoples and Cultures II                | 3 each semester |
| SPAN 495 | Independent Study I   | 3 each semester |
| SPAN 496 | Independent Study II  | 3 each semester |

**Practicum (8 hours)**

Students should select a second practicum at the grade level at which they intend to teach.

|          |                                     |   |
|----------|-------------------------------------|---|
| SPAN 332 | Spanish Methods/Practicum K-6       | 2 |
| SPAN 335 | Spanish Methods/Practicum 6-9       | 2 |
| SPAN 338 | Spanish Methods/Practicum 9-12      | 2 |
| SPAN 333 | Spanish Methods/Practicum K-6<br>OR | 2 |
| SPAN 336 | Spanish Methods/Practicum 6-9<br>OR | 2 |
| SPAN 339 | Spanish Methods/Practicum 9-12      | 2 |

*The SPAN 333, SPAN 336, or SPAN 339 selection depends on the Student Teaching placement level.*

**Required Minor Hours****Professional Education Minor**

Students will not be permitted to complete more than 50% of the Professional Education minor (excluding student teaching) until they are formally admitted into the Teacher Education program. Students seeking Spanish licensure K-12 are required to pass the ACTLF OPI with a proficiency level of at least Intermediate High prior to beginning Student Teaching. Students are encouraged to enter the Teacher Education program the semester after successful completion of EDUC 250. Students seeking K-12 Spanish licensure are encouraged to pass the Praxis II licensing exam during the last year of study before graduation.

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools        | 4  |
| EDUC 350 | Diverse Populations in 21st Century Schools | 4  |
| EDUC 450 | Student Teaching                            | 12 |
| PSYC 303 | Educational Psychology                      | 3  |

Total Credit Hours: 61

**Additional Requirements for Transfer Majors**

None.

**American Sign Language Minor****Required Minor Hours (15 hours)**

|          |                                  |    |
|----------|----------------------------------|----|
| SGLG 305 | Deaf Culture                     | 3  |
|          | 200-level or above ASL electives | 12 |

Total Credit Hours: 15

**Classical Languages Minor****Required Minor Hours (15 hours)**

|                               |    |
|-------------------------------|----|
| Classical Languages electives | 15 |
|-------------------------------|----|

Total Credit Hours: 15

**French Minor****Required Minor Hours (15 hours)**

|                                     |    |
|-------------------------------------|----|
| 200-level or above French electives | 15 |
|-------------------------------------|----|

**Subtotal: 15****Intercultural Communication Minor****Required Courses (12 hours)**

|          |   |   |
|----------|---|---|
|          | 200-level World Language elective   | 3 |
| WLLC 101 | The Science of Language: an Introduction to Linguistics                           | 3 |
| WLLC 102 | One World, Many Voices: an Introduction to Intercultural Communicative Competency | 3 |
| WLLC 103 | The Art of 'Reading:' Introduction to Literary and Film Studies                   | 3 |

**Electives (6 hours)**

Choose two of the following.

|                   |  |   |
|-------------------|--|---|
| WLLC 301          | Girls Gone Mad: The Portrayal of Female "Madness" in World Cinema                | 3 |
| WLLC 302          | He Said, She Said: Gender and Communication                                      | 3 |
| WLLC 303          | Women's Voices   | 3 |
| WLLC 304          | Tasting the World One Plateful at a Time: A Study of Food, Language, and Culture | 3 |
| WLLC 305          | Dance 'Round the World: A Study of Dance and Cultural Diversity                  | 3 |
| WLLC 306          | Voices of Exile  | 3 |
| WLLC 307/SPMG 307 | The Universal Language of Sport/Sport as a Unifying Force in Europe              | 3 |
| WLLC 308          | Culture and Remakes: Let's Go to the Movies!                                     | 3 |

Total Credit Hours: 18

**Interpreting Minor***This minor is available only to ASL majors.***Required Minor Hours (18 hours)**

|          |   |        |
|----------|---|--------|
| SLIN 220 | English Processing for Interpreters       | 3      |
| SLIN 303 | Fundamentals and Theories of Interpreting | 3      |
| SLIN 320 | Interpreting: Voice to Sign               | 3      |
| SLIN 321 | Interpreting: Sign to Voice               | 3      |
| SLIN 403 | Interpreting for Special Populations      | 1 to 3 |
|          | OR  |        |

|          |  |                        |
|----------|--|------------------------|
| SLIN 405 | Principles of Educational Interpreting | 3                      |
| SLIN 404 | Signs in Application                   | 3                      |
|          |  | Total Credit Hours: 18 |

|          |  |                        |
|----------|--|------------------------|
| FREN 300 | Aspects of French Culture and Language | 3                      |
|          |  | Total Credit Hours: 18 |

### Cultural Studies with Concentrations in French, German, and Spanish Minor

*The minor requires 18 credits in the selected concentration (French, German, or Spanish): 101, 102, 201, 202, 301, and 300.*

#### Required Minor Hours (18 hours)

|          |  |   |
|----------|--|---|
| SPAN 101 | Real World Spanish: Get Ready!           | 3 |
| SPAN 102 | Real World Spanish: Get Set!             | 3 |
| SPAN 201 | Real World Spanish: Let's Go!            | 3 |
| SPAN 202 | Real World Spanish: Transitions          | 3 |
| SPAN 301 | Intensive Spanish: Texts and Contexts    | 3 |
| SPAN 300 | Aspects of Hispanic Culture and Language | 3 |
| OR       |  |   |
| GERM 101 | Real World German: Get Ready!            | 3 |
| GERM 102 | Real World German: Get Set!              | 3 |
| GERM 201 | Real World German: Let's Go!             | 3 |
| GERM 202 | Real World German: Transitions           | 3 |
| GERM 301 | Intensive German: Texts and Contexts     | 3 |
| GERM 300 | Aspects of German Culture and Language   | 3 |
| OR       |  |   |
| FREN 101 | Real World French: Get Ready!            | 3 |
| FREN 102 | Real World French: Get Set!              | 3 |
| FREN 201 | Real World French: Let's Go!             | 3 |
| FREN 202 | Real World French: Transitions           | 3 |
| FREN 301 | Intensive French: Texts and Contexts     | 3 |

### Spanish Minor

#### Required Minor Hours (15 hours)

|                                      |    |
|--------------------------------------|----|
| 200-level or above Spanish electives | 15 |
|--------------------------------------|----|

Total Credit Hours: 15

### Spanish for Health Care Professionals Undergraduate Certificate Program

Designed to prepare our graduates to address the health-care needs of Spanish-speaking populations, the curriculum for the certificate builds the language and cultural competency needed for professional work in those settings. The training offered by this certificate should serve a broad range of students from a variety of fields – including Spanish, Nursing, Exercise Science, Public Service, Psychology, pre-med, among others – who expect to work in a Spanish-Speaking healthcare environment.

#### Certificate Requirements

##### (15 Hours)

|           |                                |   |
|-----------|--------------------------------|---|
| SPAN 101  | Real World Spanish: Get Ready! | 3 |
| SPAN 102  | Real World Spanish: Get Set!   | 3 |
| SPAN 201  | Real World Spanish: Let's Go!  | 3 |
| SPAN 202N | Medical Spanish I              | 3 |
| SPAN 301N | Medical Spanish II             | 3 |

**Subtotal: 15**



Total Credit Hours: -15

*\*Please refer to the Online Undergraduate Education Program Catalog for information on this program.*

## College of Health Sciences

With a holistic and preventive focus, the College of Health Sciences prepares highly qualified, ethical, and service-oriented healthcare leaders for employment in the 21st century. The College was established in 2013 to provide exceptional professional preparation in an environment that encourages collaboration across disciplines and an ethic of community service, particularly to rural and underserved communities. Programs of study are rooted in evidence-based research and are student-centered, with a strong emphasis on high-impact experiences, including clinical education and simulation learning. The College of Health Sciences at Gardner-Webb University is currently comprised of the Hunt School of Nursing, the School of Psychological Science and Counselor Education, the Physician Assistant Studies Program, and the Department of Exercise Science.

### Hunt School of Nursing

Director: T. Arnold  
 Associate Director: A. Hamrick  
 Chair, Pre-licensure Nursing Programs: M. McNeilly  
 ASN Licensure and Program Coordinator: J. Ivey  
 BSN Licensure and Program Coordinator: A. Hull

#### Faculty

Professor: C. Miller  
 Associate Professors: T. Arnold, A. Garlock, A. Hamrick, C. Rome, N. Waters, K. Williams  
 Assistant Professors: B. Hudgins, A. Isaac-Dockery, J. Ivey, K. Knauff, T. Lewis, M. McNeilly, E. Montgomery, Y. Smith,  
 Instructors: N. Beaver, T. Hayes, A. Hull, E. Najarian,  
 Lecturer: W. Logue

#### Mission Statement

The mission of the Hunt School of Nursing is to educate individuals to be professional nurses who lead lives of service for God and humanity by promoting health and healing within a diverse global community.

The Bachelor of Science in Nursing program and the Associate of Science in Nursing program are accredited by the Accreditation Commission For Education In Nursing, Inc. (ACEN, 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. Phone 404-975-5000, [www.acenursing.org](http://www.acenursing.org)) and approved by the North Carolina Board of Nursing.

#### Major Fields of Study

The Hunt School of Nursing offers three programs of study preparing students for licensure as a Registered Nurse.

- The Associate of Science in Nursing (ASN)
- The Bachelor of Science in Nursing (BSN)
- The Accelerated Bachelor of Science in Nursing (ABSN)\*

#### Minor Fields of Study

None offered.

#### Admission Requirements

The best-qualified applicants are selected from those who apply to the Hunt School of Nursing. Waiting lists for acceptance are established as necessary. The Hunt School of Nursing Admissions Committee considers academic performance, courses completed, and other factors in determining qualified applicants. Minimum criteria for admission to the ASN and BSN programs are as follows.

1. GPA of 2.85 on a 4.0 scale. Students with fewer than 60 hours of college credit will have their cumulative GPA evaluated. Students with more than 60 hours of college credit will have their last 64 hours of college credit evaluated for GPA.
2. Submission of the following standardized test score.\*
  - a. TEAS (current version) overall score of 65 at minimum. Scores must be current within the last two years. Only three attempts are allowed within a 12-month period.

*\*Students with an earned bachelor's degree or higher from an accredited college or university are not required to submit test scores.*

3. Completion of Biology, Chemistry, and Algebra with a minimum of "C" in high school or college. These grades must be reflected in the transcripts the applicant provides with the application. The most recent course attempt will be evaluated. A grade of "Pass" in Biology, Chemistry, and/or Algebra taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis.
4. Satisfactory criminal background history results for all states of residence for the past ten years. Criminal background history must be conducted within past 12 months of admission.

Any allegations or charges of misdemeanors or a felony that occurs after the Criminal Background History results have been submitted must be reported to the Hunt School of Nursing immediately. Clinical sites have the right to deny a student's access based on the criminal background. This denial would result in the student's inability to successfully complete the nursing program.

In addition, the following criteria must be met before beginning nursing courses.

1. American Heart Association BLS Health Care Provider Certification
  - a. Required before beginning nursing courses in the pre-licensure programs
2. Satisfactory Health/Physical Report and Immunizations Required by the University

- a. Prior to beginning clinical courses, Hepatitis B, Varicella (Chicken Pox) titer showing immunity or documentation of Varicella immunization, two-step Tuberculin test (PPD), and annual influenza immunization are required
- 3. Satisfactory Drug Screening
  - a. This is a requirement for the healthcare facilities where students complete the clinical components for the nursing program. Clinical sites have the right to deny a student's access. Drugs screens older than 30 days from the start of nursing coursework will not be accepted.

Students transferring in any required courses are required to meet all of the admission criteria and are subject to Gardner-Webb's transfer credit policy. Priority admission for current Nursing Intended students enrolled at Gardner-Webb University is at the discretion of the Admission Committee based on meeting full admission criteria, completion of recommended General Education courses, and application submitted by the admission application deadline. Progression criteria for currently enrolled students in the Hunt School of Nursing are listed in the Pre-licensure Handbook. Eligibility for licensure as a Registered Nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act. NOTE: All states have similar stipulations. Students enrolled at Gardner-Webb University who wish to enroll in the nursing program must apply through the Admissions Office.

### Nursing, Associate of Science

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 43          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 43          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |             |
| NONE                                     |             |

Gardner-Webb University offers an Associate of Science in Nursing which requires a minimum of 71 credit hours for graduation. No student may graduate with an associate degree with less than 64 credit hours. Students are required to take the final 24 credit hours at Gardner-Webb. A minimum grade point average of 2.00 on a 4.00 scale is required on all work attempted at Gardner-Webb. Students bear the final responsibility for fulfilling all the requirements for the chosen degree program. It is the student's responsibility to be familiar with the preceding requirements for graduation.

### Student Learning Outcomes

Graduates of the Associate of Science in Nursing Program will:

1. Provide compassionate and coordinated care for diverse clients based on respect for client/family preferences, values, and needs.
2. Collaborate effectively with clients, the client's support persons, and the interdisciplinary team to achieve quality patient care.
3. Incorporate best practices based on current evidence, patient/family preferences, and values into delivery of optimal care.
4. Use data to monitor outcomes and improve the quality of patient care.
5. Employ a culture of safety to minimize risk of harm to patients and providers in a variety of health care systems.
6. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Demonstrate professional and ethical behaviors consistent with the standards of practice and regulatory frameworks of the registered nurse.

### Program Requirements

#### General Education Course Requirements (28 hours)

|          |   |   |
|----------|---|---|
| BIOL 105 | Microbiology for the Health Sciences    | 4 |
| BIOL 203 | Human Anatomy and Physiology I          | 4 |
| BIOL 204 | Human Anatomy and Physiology II         | 4 |
| PSYC 201 | General Psychology                      | 3 |
| PSYC 206 | Developmental Psychology                | 3 |
| ENGL 101 | Composition I                           | 3 |
| ENGL 102 | Composition II                          | 3 |
| RELI 300 | Introduction to the Old Testament<br>OR | 3 |
| RELI 301 | Introduction to the New Testament       | 3 |
|          | Any PHED activity course                | 1 |

#### Required Major Hours (43 hours)

|          |                                       |   |
|----------|---------------------------------------|---|
| NURS 105 | Pharmacology Concepts                 | 2 |
| NURS 106 | Fundamental Concepts of Nursing       | 4 |
| NURS 107 | Fundamental Concepts Experiential Lab | 1 |
| NURS 108 | Application of Fundamental Concepts   | 1 |
| NURS 109 | Basic Concepts of Health Assessment   | 2 |
| NURS 110 | Health Assessment Experiential Lab    | 1 |

|          |  |                        |
|----------|--|------------------------|
| NURS 115 | Basic Concepts Experiential Lab                  | 1                      |
| NURS 116 | Application of Basic Concepts                    | 2                      |
| NURS 117 | Basic Concepts in Clinical Nursing               | 4                      |
| NURS 118 | Concepts in Psychiatric Nursing                  | 3                      |
| NURS 206 | Nursing Concepts for Childbearing Families       | 6                      |
| NURS 207 | Childbearing Families Experiential Lab           | 1                      |
| NURS 208 | Application of Nursing for Childbearing Families | 2                      |
| NURS 209 | Advanced Concepts in Clinical Nursing            | 6                      |
| NURS 210 | Advanced Concepts Experiential Lab               | 1                      |
| NURS 211 | Application of Advanced Concepts                 | 3                      |
| NURS 290 | Transition to Practice                           | 3                      |
|          |  | Total Credit Hours: 43 |

### Additional Requirements

Enrollment in a pre-licensure nursing program (ASN or BSN) requires a minimum grade of "B" in each nursing course for progression in the program. No more than one nursing course may be repeated. A second grade of less than a "B" in any nursing course will result in dismissal from the respective program. Students dismissed from one pre-licensure program are not eligible to apply to another pre-licensure program. Students are subject to guidelines found in the Pre-Licensure Nursing Program Continuation Policy.

Students who are unsuccessful in a science course must repeat the course until a "C" is achieved and, if applicable, are subjected to guidelines found in the Pre-Licensure Nursing Program Continuation Policy. All science prerequisites and co-requisites must be completed according to the guidelines in the Traditional Undergraduate Handbook in order to progress in the nursing program. For transfer courses, a grade of "Pass" in BIOL 105 Microbiology, BIOL 203 Human Anatomy and Physiology I, and/or BIOL 204 Human Anatomy and Physiology II taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis.

## Nursing, Bachelor of Science in Nursing

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 63          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 63          |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE        |

### Student Learning Outcomes

Graduates of the Bachelor of Science in Nursing Degree Program will:

1. Use clinical judgement to provide care to clients, families, and diverse populations.
2. Demonstrate effective communication and collaboration with healthcare professionals, clients, and family to deliver high quality and safe care.
3. Integrate current evidence and patient/family preferences in planning, implementing, and evaluating outcomes.
4. Apply concepts of leadership to promote quality improvement and patient safety.
5. Utilize information management and patient care technology in the delivery of quality patient care.
6. Plan self-development to uphold ethical and legal standards to maintain professional nursing practice.
7. Provide population focused care incorporating concepts of health promotion and illness prevention.
8. Distinguish financial and regulatory healthcare policies that directly and indirectly influence the nature and functioning of the healthcare system.

### Program Requirements

#### Required Major Hours (63 hours)

|          |                                   |   |
|----------|-----------------------------------|---|
| NURS 239 | Nursing Assessment                | 2 |
| NURS 240 | Nursing Assessment Lab            | 1 |
| NURS 261 | Introduction to Nursing           | 4 |
| NURS 262 | Introduction to Nursing Lab       | 1 |
| NURS 263 | Introduction to Nursing Practicum | 1 |
| NURS 300 | Concepts in Professional Nursing  | 2 |
| NURS 307 | Communication Skills in Nursing   | 3 |
| NURS 339 | Pharmacology in Nursing Practice  | 2 |
| NURS 340 | Nutrition in Nursing Practice     | 2 |
| NURS 342 | Adult Health I Lab                | 1 |
| NURS 343 | Adult Health I Practicum          | 2 |
| NURS 344 | Adult Health I                    | 4 |
| NURS 345 | Mental Health Nursing             | 3 |
| NURS 361 | Maternal/Child Nursing            | 6 |
| NURS 362 | Maternal/Child Nursing Lab        | 1 |

|          |   |   |
|----------|---|---|
| NURS 363 | Maternal/Child Nursing Practicum                  | 2 |
| NURS 441 | Nursing Care of the Older Adult                   | 3 |
| NURS 442 | Nursing Trends and Issues                         | 3 |
| NURS 443 | Essentials of Public Health and Community Nursing | 3 |
| NURS 444 | Public Health and Community Nursing Practicum     | 1 |
| NURS 460 | Essentials of Nursing Management and Leadership   | 3 |
| NURS 461 | Adult Health II                                   | 6 |
| NURS 462 | Adult Health II Lab                               | 1 |
| NURS 463 | Adult Health II Practicum                         | 3 |
| NURS 470 | Research for Evidence-Based Practice              | 3 |

Total Credit Hours: 63

**Additional Requirements**

Enrollment in a pre-licensure nursing program (ASN or BSN) requires a minimum grade of “B” in each nursing course for progression in the program. No more than one nursing course may be repeated. A second grade of less than a “B” in any nursing course will result in dismissal from the respective program. Students dismissed from one pre-licensure program are not eligible to apply to another pre-licensure program. Students are subject to guidelines found in the Pre-Licensure Nursing Program Continuation Policy.

Students who are unsuccessful in a science course must repeat the course until a “C” is achieved and, if applicable, are subjected to guidelines found in the Pre-Licensure Nursing Program Continuation Policy. All science prerequisites and co-requisites must be completed according to the guidelines in the Traditional Undergraduate Handbook in order to progress in the nursing program.

**Advanced Placement for the Associate of Science in Nursing Program**

The Advanced Placement LPN option allows licensed LPNs to complete the ASN program in three semesters. Eligibility for advanced placement into the Associate of Science in Nursing program (ASN) for Licensed Practical Nurses (LPN) includes the following:

1. Current unrestricted LPN license;
2. Admission to Gardner-Webb University and to the Hunt School of Nursing;

3. Successful completion of Biology, Chemistry, Algebra, BIOL 203 Human Anatomy and Physiology I, BIOL 204 Human Anatomy and Physiology II, and PSYC 201 General Psychology (PSY 201). A grade of "Pass" in Biology, Chemistry, Algebra, BIOL 203 Human Anatomy and Physiology I, BIOL 204 Human Anatomy and Physiology II, and/or PSYC 201 General Psychology taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis.

A Licensed Practical Nurse (LPN) who meets these requirements may be accepted into the second semester of the ASN program. Students in the Advanced Placement LPN option will take NURS 105 Pharmacology Concepts, NURS 109 Basic Concepts of Health Assessment, and NURS 110 Health Assessment Experiential Lab, while concurrently enrolled in the regular nursing sequence of courses scheduled for a second semester first-year ASN student. Students will be awarded credit for NURS 106 Fundamental Concepts, NURS 107 Fundamentals Concepts Lab, and NURS 108 Application of Fundamental Concepts. Availability of the Advanced Placement LPN option is contingent upon current enrollment and resources.

**School of Psychological Science and Counselor Education**

Director: D. Carscaddon

Chair, Psychological Science: J. Morgan

**Faculty**

Professors: D. Carscaddon, L. Carscaddon, L. Greene, J. Morgan, I. Naydenova  
 Associate Professors: B. Thompson, S. Webb  
 Assistant Professor: L. Gordon  
 Instructor: K. Williams-Thompson

**Mission Statement**

The mission of the traditional undergraduate program of the School of Psychological Science and Counselor Education is to give students a broad overview of the field of psychology within the foundation of a Christian, liberal arts institution and to promote the values associated with the University Motto: For God and Humanity (Pro Deo et Humanitate).

**Major Field of Study**

Psychology

**Minor Field of Study**

Psychology

## Psychology, Bachelor of Science

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                                 | 39          |
| REQUIRED MINOR HOURS                                 | <u>NONE</u> |
| TOTAL PROGRAM HOURS                                  | 39          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>PSYC 201 |             |

### The Psychology Major

Students who major in Psychology receive the Bachelor of Science degree. This degree provides students with the opportunity to develop critical thinking skills and a deeper understanding of individuals and relationships. Our undergraduate curriculum is designed to help students gain an appreciation of both the research and applied aspects of psychology. Our students often combine Psychology with a second major or minor in other fields of study. Students with other majors often select Psychology as a second major or minor. At the bachelor's level, our graduates have gone on to work in a variety of settings including human services, youth services, education, human resources, criminal justice, missions, child life specialties, and other fields. Many of our graduates pursue graduate study in psychology, clinical mental health counseling, marriage and family therapy, school counseling, pastoral counseling, clinical social work, divinity, physician assistant studies, physical therapy, occupational therapy, and family and child development.

### Seated Course Policy

Students taking seated courses in the School of Psychological Science and Counselor Education are expected to attend all class meetings and be physically present when class is in session.

### Student Learning Outcomes

Graduates with the Bachelor of Science degree in Psychology are expected to

1. effectively evaluate theories;
2. write proficiently in American Psychological Association (APA) style;
3. conduct a psychological study;
4. reasonably interpret psychological research; and
5. apply psychological principles to daily living.

### Program Requirements

When planning course schedules or making long-range plans note that many courses have prerequisites which must be satisfied prior to taking the course.

A minimum of twelve hours, excluding PSYC 498 Internship II but including the required PSYC 499 Capstone, must be earned at the 400-level.

If a student elects to add a second major or minor, this decision needs to be made in consultation with the faculty advisor.

### Required Major Hours (21 hours)

|           |   |   |
|-----------|---|---|
| PSYC 201  | General Psychology                              | 3 |
| PSYC 206  | Developmental Psychology                        | 3 |
| PSYC 228  | Scientific Writing and Professional Development | 2 |
| PSYC 396  | Introduction to Statistics                      | 3 |
| PSYC 397  | Research Methods                                | 3 |
| PSYC 397L | Research Methods Lab                            | 1 |
| PSYC 499  | Psychology Capstone Course                      | 3 |
| PHIL 200  | Introduction to Philosophy<br>OR                | 3 |
| PHIL 201  | An Introduction to Logic                        | 3 |

### 300- and 400-Level Courses (18 hours)

Choose six of the following, including at least three 400-level courses.

|                   |   |                   |
|-------------------|---|-------------------|
| PSYC 301          | Child Psychology                        | 3                 |
| PSYC 302          | Adolescent Psychology                   | 3                 |
| PSYC 303          | Educational Psychology                  | 3                 |
| PSYC 307          | Biological Psychology                   | 3                 |
| PSYC 310/SOCI 310 | Social Psychology                       | 3                 |
| PSYC 320          | Exercise and Sport Psychology           | 3                 |
| PSYC 374          | Psychology of Religion                  | 3                 |
| PSYC 401          | Psychopathology                         | 3                 |
| PSYC 402          | Introduction to Counseling              | 3                 |
| PSYC 403/MGMT 403 | Human Behavior in Organizations         | 3                 |
| PSYC 406          | Psychology of Personality               | 3                 |
| PSYC 412          | Psychology of Aging                     | 3                 |
| PSYC 415          | Fatal Attractions                       | 3                 |
| PSYC 425          | Crisis Intervention Counseling          | 3                 |
| PSYC 431          | Forensic Psychology                     | 3                 |
| PSYC 440          | Family Communication                    | 3                 |
| PSYC 441          | Psychology of Learning                  | 3                 |
| PSYC 444          | Psychological Measurement and Appraisal | 3                 |
| PSYC 450          | Positive Psychology                     | 3                 |
| PSYC 491          | Seminar in Psychology                   | 1                 |
| PSYC 492          | Seminar in Psychology                   | 2                 |
| PSYC 493          | Seminar in Psychology                   | 3                 |
| PSYC 495          | Independent Study                       | 3                 |
| PSYC 496          | Independent Study                       | 3                 |
| PSYC 497          | Internship in Psychology I              | 1-3 each semester |
| PSYC 498          | Internship in Psychology II             | 1-3 each semester |

Total Credit Hours: 39

**Additional Requirements for Transfer Majors**

None.

**Psychology as a Second Major**

Students choosing Psychology as a secondary major will meet all of the essential requirements of the primary major in a thirty-hour program as described below.

**Program Requirements**

Students should note that some courses have prerequisites.

**Required Courses (21 hours)**

Students may choose either PHIL 200 or PHIL 201; students are not required to take both courses.

|          |   |   |
|----------|---|---|
| PSYC 201 | General Psychology                              | 3 |
| PSYC 206 | Developmental Psychology                        | 3 |
| PSYC 228 | Scientific Writing and Professional Development | 2 |
| PSYC 396 | Introduction to Statistics                      | 3 |
| PSYC 397 | Research Methods                                | 3 |
| PSYC 499 | Psychology Capstone Course                      | 3 |
| PHIL 200 | Introduction to Philosophy                      | 3 |
| PHIL 201 | An Introduction to Logic                        | 3 |

**Electives (9 hours)**

Select any three 400-level PSYC courses (excluding PSYC 499 which is already required of all Psychology second majors). Honors Program students pursuing a second major in Psychology may count HONR 400/HONR 401 collectively as one of the four required 400-level courses.

Total Credit Hours: 30

**Psychology Minor**

**Required Minor Hours (18 hours)**

|          |                          |    |
|----------|--------------------------|----|
| PSYC 201 | General Psychology       | 3  |
| PSYC 206 | Developmental Psychology | 3  |
|          | PSYC electives*          | 12 |

\*Six of these twelve hours must be at the 400-level.

Total Credit Hours: 18

**Department of Exercise Science**

Department Chair: D. Granniss

**Faculty**

Professor: J. Hartman  
 Associate Professor: D. Granniss  
 Assistant Professor: J. Ahearn

The Exercise Science program is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Recognized through the National Strength and Conditioning Association's (NSCA) Education Recognition Program (ERP) as an Undergraduate Strength and Conditioning Program with standardized, approved strength and conditioning curricula designed to prepare students for the NSCA Certified Strength and Conditioning Specialist® (CSCS®) certification.

**Overview**

The Exercise Science major prepares undergraduate students with the knowledge, skills, and abilities to work as professionals in the exercise science and health professions. Exercise science professionals are skilled in evaluating health behaviors and risks factors, conducting fitness assessments, developing and implementing safe and effective exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors. Exercise science professionals perform these activities in medical, commercial, university, corporate, or community settings where their clients participate in health promotion, fitness, sports performance, and rehabilitation activities.

The Carolina Chiropractic Plus Human Performance Laboratory offers Gardner-Webb University students the opportunity to work with equipment and learn the techniques designed to measure cardiopulmonary, metabolic, anthropometric, and strength assessments integral to the studies of health and human performance.

**Mission Statement**

The mission of the Exercise Science major at Gardner-Webb University is to develop competent and contributing entry-level professionals in the field of exercise science in the cognitive (knowledge), psychomotor (skills), and affective (abilities) learning domains, with a Christian foundation grounded in the liberal arts tradition. This is accomplished by providing quality academic preparation that incorporates both classroom and supervised practical experiences.

**Major Field of Study**

Exercise Science

**Minor Field of Study**

None

**Student Learning Outcomes**

1. PROFESSIONAL INTERACTION AND COMMUNICATION

To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback;

**2. PROFESSIONAL COMPETENCE**

To utilize knowledge, skills, and abilities to evaluate health behavior and risk factors; develop, implement, and evaluate exercise and wellness programs, and employ behavioral strategies to motivate individuals to adopt and maintain positive lifestyle behaviors;

**3. PROFESSIONAL ETHICS AND CONDUCT**

To demonstrate behavior, grounded in Christian faith and the liberal arts tradition, that preserves the integrity of a profession, prevents misrepresentation, and protects the consumer;

**4. PROFESSIONAL AND PERSONAL DEVELOPMENT**

To continuously improve knowledge, skills, and abilities and to uphold a professional image through actions and appearance; and

**5. PROFESSIONAL DECISION MAKING (PROBLEM SOLVING)**

To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.

- c. Second Denial: If students do not meet the requirements again, they are denied the second time. Failure to submit an application will also result in a second denial. In the case of a second denial, students are not retained in the intended major and their major is changed to Undecided. Students are not permitted to reapply to the Exercise Science Major for one year following a second denial. If after one year the student has a minimum overall and major GPA of 2.7, s/he may reapply and repeat the application process as stated previously.

**Admission Requirements**

University acceptance to pursue the Exercise Science major does NOT guarantee admission into the Exercise Science major. Formal application to the Exercise Science major must be completed by the student according to the following procedures.

1. It is the student's responsibility to submit an Application to the Major form to the Exercise Science Administrative Assistant in the semester in which s/he is enrolled in at least 48 credit hours.
2. By the beginning of the semester following application, students will receive notification of acceptance or denial to the major according to the following.
  - a. Acceptance: The student has fulfilled all major requirements in the section Prerequisites to the BS Major Core in the Exercise Science Major (see WebbConnect Audit), and has a minimum overall and intended major GPA of 2.7. Once the student has been accepted into the Exercise Science Major, it will take the student at least four semesters to complete the curriculum, plus a six-credit summer internship.
  - b. Denial: Not fulfilling the requirements as stated above will result in a first denial. Students who are denied for the first time are not permitted to take required upper-level courses. Students must reapply for a second time the following semester.

**Exercise Science, Bachelor of Science**

REQUIRED MAJOR HOURS 57-65

REQUIRED MINOR HOURS NONE

TOTAL PROGRAM HOURS 57-65

PRESCRIBED COURSES ATTAINABLE IN GEN ED\*:  
BIOL 111, CHEM 111, PHED 145, PSYC 201, MATH 105 or MATH 151

DEGREE REQUIRES A SUMMER INTERNSHIP: 6 HOURS (AT CURRENT SUMMER TUITION RATES)

*\*A grade of "C" or higher must be earned in each of the prescribed General Education prerequisites.*

**Program Requirements****Required Major Hours, Health Fitness Concentration (57 hours)**

|          |   |   |
|----------|---|---|
| BIOL 203 | Human Anatomy and Physiology I                | 4 |
| BIOL 204 | Human Anatomy and Physiology II               | 4 |
| BIOL 222 | Medical Terminology                           | 1 |
| EXSI 200 | Introduction to Exercise Science              | 3 |
| EXSI 224 | Nutrition for Wellness and Performance        | 3 |
| EXSI 246 | Care and Prevention of Athletic Injuries      | 3 |
| EXSI 306 | Exercise Physiology I                         | 4 |
| EXSI 310 | Exercise Testing and Prescription             | 4 |
| EXSI 335 | Kinesiology                                   | 3 |
| EXSI 406 | Exercise Physiology II                        | 4 |
| EXSI 410 | Exercise Programming for Special Populations  | 4 |
| EXSI 420 | Strength and Conditioning Theory and Practice | 3 |
| EXSI 432 | Research Methods in Exercise Science          | 3 |
| EXSI 444 | Exercise Science Capstone Seminar             | 2 |

|  |  |   |          |   |   |
|--|--|---|----------|---|---|
| EXSI 451   | Internship in Exercise Science               | 6 | EXSI 420 | Strength and Conditioning Theory and Practice   | 3 |
| PSYC 320   | Exercise and Sport Psychology                | 3 | EXSI 432 | Research Methods in Exercise Science            | 3 |
| EXSI 345   | Healthcare Ethics                            | 3 | EXSI 444 | Exercise Science Capstone Seminar               | 2 |
| RELI 341   | Christian Ethics                             | 3 | EXSI 451 | Internship in Exercise Science                  | 6 |
| <b>Required Major Hours, Health Sciences Concentration (64 hours)</b>  |  |   | PSYC 206 | Developmental Psychology                        | 3 |
| BIOL 203   | Human Anatomy and Physiology I               | 4 | SOCI 201 | Introduction to Sociology                       | 3 |
| BIOL 204   | Human Anatomy and Physiology II              | 4 | AND      |   |   |
| BIOL 206   | General Microbiology                         | 4 | EXSI 345 | Healthcare Ethics                               | 3 |
| BIOL 222   | Medical Terminology                          | 1 | OR       |   |   |
| BIOL 301   | Genetics                                     | 4 | RELI 341 | Christian Ethics                                | 3 |
| CHEM 112   | General Chemistry II                         | 4 | AND      |   |   |
| CHEM 201   | Organic Chemistry I                          | 4 | PHYS 111 | General Physics I                               | 4 |
| EXSI 200   | Introduction to Exercise Science             | 3 | OR       |   |   |
| EXSI 224   | Nutrition for Wellness and Performance       | 3 | PHYS 203 | General Physics for Scientists and Engineers I  | 4 |
| EXSI 306   | Exercise Physiology I                        | 4 | AND      |   |   |
| EXSI 310   | Exercise Testing and Prescription            | 4 | PHYS 112 | General Physics II                              | 4 |
| EXSI 335   | Kinesiology                                  | 3 | OR       |   |   |
| EXSI 406   | Exercise Physiology II                       | 4 | PHYS 204 | General Physics for Scientists and Engineers II | 4 |
| EXSI 410   | Exercise Programming for Special Populations | 4 |          |   |   |
| EXSI 432   | Research Methods in Exercise Science         | 3 |          |   |   |
| EXSI 444   | Exercise Science Capstone Seminar            | 2 |          |   |   |
| EXSI 451   | Internship in Exercise Science               | 6 |          |   |   |
| EXSI 345   | Healthcare Ethics                            | 3 |          |   |   |
| RELI 341   | Christian Ethics                             | 3 |          |   |   |
| <b>Required Major Hours, Pre-professional Concentration (65 hours)</b> |  |   |          |   |   |
| BIOL 203   | Human Anatomy and Physiology I               | 4 |          |   |   |
| BIOL 204   | Human Anatomy and Physiology II              | 4 |          |   |   |
| BIOL 222   | Medical Terminology                          | 1 |          |   |   |
| BIOL XXX   | Specialized Biology                          | 4 |          |   |   |
| CHEM 112   | General Chemistry II                         | 4 |          |   |   |
| EXSI 200   | Introduction to Exercise Science             | 3 |          |   |   |
| EXSI 306   | Exercise Physiology I                        | 4 |          |   |   |
| EXSI 315   | Motor Behavior                               | 3 |          |   |   |
| EXSI 335   | Kinesiology                                  | 3 |          |   |   |
| EXSI 406   | Exercise Physiology II                       | 4 |          |   |   |

Total Credit Hours: 57-65

**Additional Requirements**

Exercise Science majors are required to obtain a minimum of 50 service-learning hours at a variety of exercise and/or wellness settings (e.g., University Wellness Center, University Strength and Conditioning Center, cardiopulmonary rehabilitation center, private fitness center, allied health clinic, etc.) and maintain an Exercise Science portfolio upon acceptance into the major, to be submitted for graduation no later than four weeks preceding the last day of classes in the semester they intend to graduate. Adult CPR/AED certifications (must have a hands-on training component and must include a skills performance evaluation) must be current at time of internship and graduation. Completion of one of the following national credentialing examinations (as a component of EXSI 444): American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACSM-EP-C), National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS), or Certified Special Population Specialist (CSPS). Results must be submitted to the Exercise Science Department Chair.

**Additional Requirements for Transfer Majors**

None.

**Retention**



Students who are admitted into the program must maintain a minimum major and overall GPA of 2.7 and earn a "C" or better in all EXSI major courses. Students are not permitted to do their internship unless they have met GPA and grade standards for the Exercise Science major. Failure to maintain the GPA requirement will result in a one-semester probationary period in which the student must remedy any deficiencies. Failure to earn a "C" or better in an EXSI major course will result in a probationary period until the course is re-taken and the minimum grade standard is achieved. If s/he is not able to attain the necessary GPA requirements or grade standards by the end of the probationary period, s/he will be removed from the program. If a student is suspended from the program, s/he is eligible to reapply once s/he has met the Exercise Science standards. Reapplying consists of completing an abbreviated application form and an interview with the Exercise Science department chair.

### **Changing to Exercise Science Major**

Any student changing his/her major to Exercise Science MUST have an overall GPA of 2.7.

### **Additional Expenses**

Students are required to maintain current Adult CPR/AED certifications while enrolled in EXSI 451 (Internship) and when applying to graduate. Students must complete a national credentialing examination through the American College of Sports Medicine (ACSM) OR National Strength and Conditioning Association (NSCA) at their own cost. Students may also be asked to obtain liability insurance and/or complete a drug test and/or criminal background check at their own cost while enrolled in EXSI 310 and EXSI 451. Tuition costs for the required summer-only internship (EXSI 451) are charged at the current summer tuition rates.

### **Master of Science in Strength and Conditioning 3+2 Program**

The dual-degree program (3+2) allows undergraduate Exercise Science students to enter the Master of Science in Strength and Conditioning (MSSC) program the beginning of their fourth year at GWU and earn a Bachelor of Science in Exercise Science (BS) and a Master of Science in Strength and Conditioning (MS) degree in five years.

Students will follow departmental requirements for admission into the professional phase of the BS in Exercise Science. Exercise Science majors who have at least a 3.0 GPA and who will have completed all of their prescribed courses by the spring of their junior year will be eligible to apply for the five-year program.

Applicants to the five-year program will submit the same materials as other MSSC applicants by the spring deadline of their junior year, and those who meet all minimum requirements, including having earned a "B" or better in EXSI 306, EXSI 310, EXSI 406, EXSI 410, and EXSI 420 will receive placement in the MSSC program. The admission criteria for the five-year program will be the same as for other MSSC applicants.

### **Degree Requirements**

Students continuing into the fourth year of the 3+2 program must finish the entire BS and MS curriculum to obtain both the bachelor's and master's degrees. Students will be conferred two degrees once they complete the fifth year of the concurrent program.

Students in the 3+2 program will be required to complete the same two-year (36 hours) curriculum as other students admitted to the MSSC program. Students will take 120 hours of undergraduate courses, and 36 hours of graduate coursework, of which twelve hours can be applied to the undergraduate degree. Students are required to maintain a 3.0 GPA through all graduate coursework.

Students not accepted or unable to continue with the 3+2 program may complete the remaining requirements for the BS degree in Exercise Science in a concentration that is most suitable to their needs (e.g., Health Fitness). These students may apply to the traditional (4+2) graduate degree program.

For more information, please see the MSSC program detail (p. 313).

## **Godbold College of Business**

### **Broyhill Undergraduate School of Management**

Dean: M. Taylor

### **Faculty**

Professors: D. Caudill, G. Gilsdorf, E. Godfrey, C. Metcalf, A. Negbenebor, F. Policastro  
 Associate Professors: S. Johnson, S. Kim, S. Mankins, L. Xiao  
 Assistant Professors: W. Achia, S. Gathers, A. Smith, C. Sutton, E. Sousa  
 Instructors: G. Dib, J. Herndon, M. Taylor

Nationally Accredited by the Association of Collegiate Business Schools and Programs. Became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

**Mission**

The Godbold College 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 College 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 worldwide arenas. It also encourages both its faculty and its students to pursue lifelong learning, to value service to God and humanity, and to build character in students. MOTTO: "For God and Humanity Through Business."

**Major Fields of Study**

The school offers eight majors leading to the Bachelor of Science degree.

- Accounting
- Computer Information Systems
- Economics/Finance
- Healthcare Management
- International Business
- Management
- Marketing
- Sport Management
- Wealth Management

**Second Major**

A student seeking a second major in any degree offered by the Broyhill Undergraduate School of Management must meet all of the requirements for the primary degree in business. If the student seeking a second major is already a Business student in a Business degree program as the primary major, the student must complete 30 hours toward the second major, at least 21 of which must meet the course requirements for the second major with any remaining hours approved in a written plan by the student's advisor.

**Minor Fields of Study for Business and Non-Business Majors**

- Computer Information Systems
- Healthcare Administration
- Management
- Marketing
- Sport Management

**Minor Field of Study for Non-Business Majors**

- Business Administration

**Common Professional Component**

**Core Courses (36 hours)**

The Common Professional Component (36 hours) is a set of core courses that is required by the Broyhill Undergraduate School of Management for all business degrees except Sport Management.

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

Total Credit Hours: 36

**Additional Information**

A minimum grade of "C" (2.00) is required in all major and minor Gardner-Webb courses, the Common Professional Component, and the economics and math courses specified as additional requirements, whether taken at Gardner-Webb or transferred from another institution.

For cases in which a student's primary major requires the same course as a Business secondary major or the non-business minor, the duplication will be resolved by selecting substitute courses from the same general field of study.

**Accounting, Bachelor of Science**

Total Credit Hours: 60

|                               |           |
|-------------------------------|-----------|
| COMMON PROFESSIONAL COMPONENT | 36        |
| ACCOUNTING HOURS              | <u>24</u> |
| TOTAL PROGRAM HOURS           | 60        |

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
ECON 203; MATH 105 or MATH 110 or MATH 151

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Accounting will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in accounting are vital for success.
2. Learn new managerial skills in accounting that require knowledge of computerized technology applications in business.
3. Respond to changes in accounting in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements****Common Professional Component (36 hours)**

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

**Accounting Hours (24 hours)**

|          |                                |   |
|----------|--------------------------------|---|
| ACCT 313 | Intermediate Accounting I      | 3 |
| ACCT 314 | Intermediate Accounting II     | 3 |
| ACCT 315 | Cost Accounting                | 3 |
| ACCT 400 | Accounting Information Systems | 3 |
| ACCT 425 | Federal Income Tax I           | 3 |
| ACCT 435 | Advanced Accounting            | 3 |
| ACCT 450 | Auditing                       | 3 |
| ACCT 497 | Internship in Accounting       | 3 |

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

At least half of the accounting courses listed above must be taken at Gardner-Webb University.

**Computer Information Systems, Bachelor of Science**

|                                    |           |
|------------------------------------|-----------|
| COMMON PROFESSIONAL COMPONENT      | 36        |
| COMPUTER INFORMATION SYSTEMS HOURS | <u>24</u> |
| TOTAL PROGRAM HOURS                | 60        |

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
ECON 203; MATH 105 or MATH 110 or MATH 151

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Computer Information Systems will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in computer information systems are vital for success.
2. Learn new managerial skills in computer information systems that require knowledge of computerized technology applications in business.
3. Respond to changes in computer information systems in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements****Common Professional Component (36 hours)**

|          |                               |   |
|----------|-------------------------------|---|
| ACCT 213 | Accounting Principles I       | 3 |
| ACCT 214 | Accounting Principles II      | 3 |
| BADM 300 | Legal Environment of Business | 3 |

|          |                                    |   |
|----------|------------------------------------|---|
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

**Computer Information Systems Hours (24 hours)**

|          |  |   |
|----------|--|---|
| CISS 371 | Systems Analysis and Design                | 3 |
| CISS 432 | Information Systems Project Management     | 3 |
| CISS 433 | Database Management                        | 3 |
| CISS 470 | Strategic Information Management           | 3 |
| CISS 497 | Internship in Computer Information Systems | 3 |

**Electives**

Choose three of the following.

|          |  |   |
|----------|--|---|
| ACCT 400 | Accounting Information Systems           | 3 |
| ACCT 430 | Forensic Accounting                      | 3 |
| FINC 320 | Risk Management                          | 3 |
| CISS 475 | Topics in Computer Information Systems   | 3 |
| MGMT 416 | Operations Management                    | 3 |
| MRKT 410 | Marketing Research                       | 3 |
|          | Any other data-intensive business course | 3 |

Requires MATH 110 or higher. A grade of “C” or better is required in all courses required for the program.

Total Credit Hours: 60

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

**Economics/Finance, Bachelor of Science**

|                               |           |
|-------------------------------|-----------|
| COMMON PROFESSIONAL COMPONENT | 36        |
| ECONOMICS/FINANCE HOURS       | <u>24</u> |
| TOTAL PROGRAM HOURS           | 60        |

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
ECON 203; MATH 105 or MATH 110 or MATH 151

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Economics/Finance will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in economics/finance are vital for success.
2. Learn new managerial skills in economics/finance that require knowledge of computerized technology applications in business.
3. Respond to changes in economics/finance in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements**

**Common Professional Component (36 hours)**

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

**Economics/Finance Hours (24 hours)**

|          |                                 |   |
|----------|---------------------------------|---|
| FINC 313 | Financial Management II         | 3 |
| FINC 497 | Internship in Finance/Economics | 3 |
| MGMT 410 | Entrepreneurship                | 3 |

**Electives**

Choose five of the following.

|          |                             |   |
|----------|-----------------------------|---|
| ECON 302 | Money and Banking           | 3 |
| ECON 303 | Intermediate Microeconomics | 3 |
| ECON 304 | Intermediate Macroeconomics | 3 |
| ECON 311 | Labor Economics             | 3 |

|          |   |   |
|----------|---|---|
| ECON 401 | International Economics                         | 3 |
| ECON 402 | Managerial Economics                            | 3 |
| ECON 403 | National Income and<br>Employment Analysis      | 3 |
| ECON 404 | Economic Development                            | 3 |
| ECON 405 | Environmental and Natural<br>Resource Economics | 3 |
| ECON 480 | Contemporary Economic<br>Problems               | 3 |
| FINC 301 | Personal Finance                                | 3 |
| FINC 320 | Risk Management                                 | 3 |
| SPMG 335 | Finance and Economics of<br>Sport               | 3 |
| FINC 420 | Investments                                     | 3 |
| FINC 425 | Intermediate Corporate<br>Finance               | 3 |
| FINC 430 | Bank Management                                 | 3 |
| FINC 460 | International Finance                           | 3 |

Total Credit Hours: 60

NOTE: A grade of “C” or better is required in prescribed General Education courses and all courses required for the program.

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

**Healthcare Management, Bachelor of Science**

|  |           |
|--|-----------|
| COMMON PROFESSIONAL COMPONENT  | 36        |
| HEALTHCARE MANAGEMENT HOURS  | <u>24</u> |
| TOTAL PROGRAM HOURS  | 60        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>ECON 203; MATH 105 or MATH 110 or MATH 151 |           |

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Healthcare Management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in healthcare management are vital for success.

2. Learn new managerial skills in healthcare management that require knowledge of computerized technology applications in business.
3. Respond to changes in healthcare management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements**

**Common Professional Component (36 hours)**

|          |                                       |   |
|----------|---------------------------------------|---|
| ACCT 213 | Accounting Principles I               | 3 |
| ACCT 214 | Accounting Principles II              | 3 |
| BADM 300 | Legal Environment of<br>Business      | 3 |
| BADM 304 | Applied Business Statistics           | 3 |
| BADM 305 | Introduction to Management<br>Science | 3 |
| BADM 360 | International Business                | 3 |
| BADM 480 | Business Strategy                     | 3 |
| CISS 300 | Management Information<br>Systems     | 3 |
| ECON 204 | Principles of Economics II            | 3 |
| FINC 312 | Financial Management                  | 3 |
| MGMT 316 | Principles of Management              | 3 |
| MRKT 300 | Principles of Marketing               | 3 |

**Healthcare Management Hours (24 hours)**

|          |  |   |
|----------|--|---|
| HCMG 200 | Introduction to Healthcare<br>Management           | 3 |
| HCMG 303 | Economics, Budgeting, and<br>Finance in Healthcare | 3 |
| HCMG 310 | Diversity and Culture in<br>Healthcare Management  | 3 |
| HCMG 315 | Healthcare Quality Seminar                         | 3 |
| HCMG 400 | Introduction to International<br>Health            | 3 |
| HCMG 410 | Healthcare Law and Ethics                          | 3 |
| HCMG 497 | Practicum/Internship<br>Healthcare Management      | 3 |

**Electives**

Choose one of the following.

|                   |                                    |   |
|-------------------|------------------------------------|---|
| MGMT 400          | Human Resource<br>Management       | 3 |
| MGMT 403/PSYC 403 | Human Behavior in<br>Organizations | 3 |
| MGMT 450          | Leadership                         | 3 |

Total Credit Hours: 60

NOTE: A grade of “C” or better is required in prescribed General Education courses and all courses required for the program.

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

## International Business, Bachelor of Science

|  |           |
|--|-----------|
| COMMON PROFESSIONAL COMPONENT  | 36        |
| INTERNATIONAL BUSINESS HOURS   | <u>24</u> |
| TOTAL PROGRAM HOURS  | 60        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>ECON 203; MATH 105 or MATH 110 or MATH 151 |           |

### Student Learning Outcomes

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in International Business will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in international business are vital for success.
2. Learn new managerial skills in international business that require knowledge of computerized technology applications in business.
3. Respond to changes in international business in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### Program Requirements

#### Common Professional Component (36 hours)

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

#### International Business Hours (24 hours)

|          |   |     |
|----------|---|-----|
| ECON 401 | International Economics   | 3   |
| FINC 460 | International Finance   | 3   |
| MGMT 410 | Entrepreneurship  | 3   |
| MRKT 466 | International Marketing   | 3   |
| BADM 497 | Internship in Business  | 1-6 |
|          |   |     |
| GLST 202 | International Relations and Comparative Politics  | 3   |
| OR       |   |     |
| GLST 340 | International Political Economy   | 3   |
| OR       |   |     |
| POLS 351 | Politics of Developing Areas  | 3   |
|          |   |     |
|          | Six hours of additional world language above the 201 level  | 6   |
| OR       |   |     |
|          | If the student's native language is other than English, six hours of business courses at or beyond the 300 level. | 6   |

Total Credit Hours: 60

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

In addition, the student must demonstrate proficiency in English plus one world language at the 201-level, and must choose one of the following options:

1. Six hours of additional world language above the 201-level; or
2. If the student's native language is other than English, six hours of business courses at or beyond the 300-level (with approval of the student's academic advisor).

Majors will be strongly encouraged to participate in an international study program through the Council on International Educational Exchange (CIEE) or through Gardner-Webb sponsored programs abroad. While abroad, students will be advised to take one course from the Common Professional Component. Students should plan their budgets accordingly.

#### Additional Requirements for Transfer Majors

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

**Management, Bachelor of Science**

|  |           |
|--|-----------|
| COMMON PROFESSIONAL COMPONENT  | 36        |
| MANAGEMENT HOURS   | <u>24</u> |
| TOTAL PROGRAM HOURS  | 60        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>ECON 203; MATH 105 or MATH 110 or MATH 151 |           |

|                   |  |   |
|-------------------|--|---|
| MGMT 330          | Industrial Supervision and Labor Relations | 3 |
| MGMT 400          | Human Resource Management                  | 3 |
| MGMT 403/PSYC 403 | Human Behavior in Organizations            | 3 |
| MGMT 475          | Topics in Management                       | 3 |
| MRKT 404          | Sales Management                           | 3 |

Total Credit Hours: 60

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a major in Management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in management are vital for success.
2. Learn new managerial skills in management that require knowledge of computerized technology applications in business.
3. Respond to changes in management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements****Common Professional Component (36 hours)**

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

**Management Hours (24 hours)**

|          |                        |     |
|----------|------------------------|-----|
| BADM 497 | Internship in Business | 1-6 |
| MGMT 410 | Entrepreneurship       | 3   |
| MGMT 416 | Operations Management  | 3   |
| MGMT 450 | Leadership             | 3   |

**Electives**

Choose four of the following.

|          |  |   |
|----------|--|---|
| BADM 325 | Business Communications Applications       | 3 |
| BADM 340 | Integration of Faith, Ethics, and Business | 3 |

NOTE: A grade of "C" or better is required in prescribed General Education courses and all courses required for the program. If BADM 325 is used to satisfy a General Education requirement, it cannot be used to satisfy a course requirement for this major.

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

**Marketing, Bachelor of Science**

|  |           |
|--|-----------|
| COMMON PROFESSIONAL COMPONENT  | 36        |
| MARKETING HOURS  | <u>24</u> |
| TOTAL PROGRAM HOURS  | 60        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>ECON 203; MATH 105 or MATH 110 or MATH 151 |           |

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Marketing will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in marketing are vital for success.
2. Learn new managerial skills in marketing that require knowledge of computerized technology applications in business.
3. Respond to changes in marketing in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements**

**Common Professional Component (36 hours)**

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

**Marketing Hours (24 hours)**

|          |                         |   |
|----------|-------------------------|---|
| MRKT 410 | Marketing Research      | 3 |
| MRKT 420 | Marketing Management    | 3 |
| MRKT 497 | Internship in Marketing | 3 |

**Electives**

Choose five of the following.

|          |                                   |   |
|----------|-----------------------------------|---|
| COMM 370 | Introduction to Computer Graphics | 3 |
| MRKT 302 | Consumer Behavior                 | 3 |
| MRKT 304 | Advertising and Promotion         | 3 |
| MRKT 404 | Sales Management                  | 3 |
| MRKT 475 | Topics in Marketing               | 3 |
| MRKT 466 | International Marketing           | 3 |
| SPMG 310 | Sport Marketing and Promotion     | 3 |

Total Credit Hours: 60

NOTE: A grade of “C” or better is required in prescribed General Education courses and all courses required for the program.

**Additional Requirements for Transfer Majors**

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

**Sport Management, Bachelor of Science**

REQUIRED MAJOR HOURS 51

REQUIRED MINOR HOURS NONE

TOTAL PROGRAM HOURS 51

PRESCRIBED COURSES ATTAINABLE IN GEN ED:  
ECON 203; MATH 105 or MATH 110 or MATH 151

**Student Learning Outcomes**

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Sport Management will be able to--:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in sport management are vital for success.
2. Learn new managerial skills in sport management that require knowledge of computerized technology
3. Respond to changes in sport management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**Program Requirements**

**Sport Management Hours (51 hours)**

|                   |   |      |
|-------------------|---|------|
| ACCT 213          | Accounting Principles I   | 3    |
| SPMG 218          | Principles of Sport Management                                      | 3    |
| SPMG 250          | Social Issues in Sports   | 3    |
| SPMG 285          | Communication in Sport  | 3    |
| SPMG 305          | Sport Facility Design and Event Management                          | 3    |
| SPMG 310          | Sport Marketing and Promotion                                       | 3    |
| SPMG 335          | Finance and Economics of Sport                                      | 3    |
| SPMG 345          | Legal Issues in Sport   | 3    |
| SPMG 360          | Integrated Experience in Sport Management                           | 3    |
| SPMG 410          | Sport Governance  | 3    |
| SPMG 415          | Ethics and Leadership in Sport                                      | 3    |
| SPMG 497          | Internship in Sport Management                                      | 9-12 |
| CISS 300          | Management Information Systems                                      | 3    |
| BADM 304          | Applied Business Statistics   | 3    |
| SPMG 307/WLLC 307 | The Universal Language of Sport/Sport as a Unifying Force in Europe | 3    |

Total Credit Hours: 51

**Additional Requirements for Transfer Majors**



All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

## Wealth Management, Bachelor of Science

|  |           |
|--|-----------|
| COMMON PROFESSIONAL COMPONENT  | 36        |
| WEALTH MANAGEMENT HOURS  | <u>24</u> |
| TOTAL PROGRAM HOURS  | 60        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>ECON 203; MATH 105 or MATH 110 or MATH 151 |           |

### Student Learning Outcomes

To accomplish the mission of the Godbold College of Business in individual courses within the Traditional Undergraduate Program, students completing a course in Wealth Management will be able to--:

1. Adapt themselves in entry-level professional career positions in business, government and other areas of human endeavor where organizational, managerial, and analytical skills in wealth management are vital for success.
2. Learn new managerial skills in wealth management that require knowledge of computerized technology application in wealth management.
3. Respond to changes in wealth management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### Program Requirements

#### Common Professional Component (36 hours)

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| BADM 480 | Business Strategy                  | 3 |
| CISS 300 | Management Information Systems     | 3 |
| ECON 204 | Principles of Economics II         | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

#### Wealth Management Hours (24 hours)

|          |  |   |
|----------|--|---|
| WMGT 301 | Principles of Financial Planning       | 3 |
| WMGT 320 | Risk Management and Insurance Planning | 3 |
| WMGT 325 | Estate Planning                        | 3 |
| WMGT 330 | Retirement Planning                    | 3 |
| WMGT 420 | Investment Planning                    | 3 |
| WMGT 425 | Tax Planning                           | 3 |
| WMGT 450 | Capstone Case in Financial Planning    | 3 |
| WMGT 497 | Internship in Wealth Management        | 3 |

Total Credit Hours: 60

#### Additional Requirements for Transfer Majors

All students transferring under the Comprehensive Articulation Agreement must complete or transfer MATH 110 Finite Mathematics and ECON 203 Principles of Economics I. Additionally, all students transferring from a community college are strongly recommended to take the following courses as part of their community college programs: ACCT 213 Accounting Principles I, ACCT 214 Accounting Principles II, ECON 203 Principles of Economics I, ECON 204 Principles of Economics II, and CISS 300 Management Information Systems.

## Accounting Minor

### Program Requirements

#### Required Courses (12 Hours)

|          |                            |   |
|----------|----------------------------|---|
| ACCT 213 | Accounting Principles I    | 3 |
| ACCT 214 | Accounting Principles II   | 3 |
| ACCT 313 | Intermediate Accounting I  | 3 |
| ACCT 314 | Intermediate Accounting II | 3 |

#### Electives (3 Hours)

Choose 1 of the following.

|          |                                |   |
|----------|--------------------------------|---|
| ACCT 315 | Cost Accounting                | 3 |
| ACCT 400 | Accounting Information Systems | 3 |
| ACCT 425 | Federal Income Tax I           | 3 |
| ACCT 430 | Forensic Accounting            | 3 |
| ACCT 435 | Advanced Accounting            | 3 |
| ACCT 450 | Auditing                       | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Computer Information Systems Minor

### Required Courses (6 hours)

|          |                                |   |
|----------|--------------------------------|---|
| MGMT 316 | Principles of Management       | 3 |
| CISS 300 | Management Information Systems | 3 |

MGMT 316 can be replaced with a CISS elective above if MGMT 316 was previously taken. CISS 300 can be replaced with a CISS elective above if CISS 300 was previously taken.

### Electives (9 hours)

Choose 3 of the following.

|          |  |   |
|----------|--|---|
| CISS 433 | Database Management                      | 3 |
| CISS 371 | Systems Analysis and Design              | 3 |
| CISS 432 | Information Systems Project Management   | 3 |
| CISS 475 | Topics in Computer Information Systems   | 3 |
| ACCT 400 | Accounting Information Systems           | 3 |
| ACCT 430 | Forensic Accounting                      | 3 |
| FINC 320 | Risk Management                          | 3 |
| MRKT 410 | Marketing Research                       | 3 |
|          | Any other data-intensive business course | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Finance/Economics Minor

### Required Courses (6 hours)

|          |                         |   |
|----------|-------------------------|---|
| FINC 312 | Financial Management    | 3 |
| FINC 313 | Financial Management II | 3 |

### Electives (9 hours)

Choose 3 of the following.

|          |                             |   |
|----------|-----------------------------|---|
| ECON 302 | Money and Banking           | 3 |
| ECON 303 | Intermediate Microeconomics | 3 |
| ECON 304 | Intermediate Macroeconomics | 3 |
| ECON 311 | Labor Economics             | 3 |
| ECON 401 | International Economics     | 3 |
| ECON 402 | Managerial Economics        | 3 |

|          |  |   |
|----------|--|---|
| ECON 403 | National Income and Employment Analysis      | 3 |
| ECON 404 | Economic Development                         | 3 |
| ECON 405 | Environmental and Natural Resource Economics | 3 |
| ECON 480 | Contemporary Economic Problems               | 3 |
| FINC 301 | Personal Finance                             | 3 |
| FINC 320 | Risk Management                              | 3 |
| FINC 420 | Investments                                  | 3 |
| FINC 425 | Intermediate Corporate Finance               | 3 |
| FINC 430 | Bank Management                              | 3 |
| FINC 460 | International Finance                        | 3 |
| SPMG 335 | Finance and Economics of Sport               | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Healthcare Administration Minor

### Required Minor Hours (3 hours)

|          |                                       |   |
|----------|---------------------------------------|---|
| HCMG 200 | Introduction to Healthcare Management | 3 |
|----------|---------------------------------------|---|

### Electives (12 Hours)

Choose 4 of the following.

|          |  |   |
|----------|--|---|
| HCMG 310 | Diversity and Culture in Healthcare Management | 3 |
| HCMG 315 | Healthcare Quality Seminar                     | 3 |
| HCMG 400 | Introduction to International Health           | 3 |
| HCMG 410 | Healthcare Law and Ethics                      | 3 |
| MGMT 450 | Leadership                                     | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## International Business Minor

### Required Minor Hours (15 hours)

|          |                         |   |
|----------|-------------------------|---|
| BADM 360 | International Business  | 3 |
| ECON 401 | International Economics | 3 |
| FINC 460 | International Finance   | 3 |
| MGMT 410 | Entrepreneurship        | 3 |
| MRKT 466 | International Marketing | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Management Minor

### Required Courses (3 Hours)

|          |                          |   |
|----------|--------------------------|---|
| MGMT 316 | Principles of Management | 3 |
|----------|--------------------------|---|

### Choose 4 of the following

Choose 4 of the following.

|                   |                                       |   |
|-------------------|---------------------------------------|---|
| MGMT 400          | Human Resource Management             | 3 |
| MGMT 403/PSYC 403 | Human Behavior in Organizations       | 3 |
| MGMT 410          | Entrepreneurship                      | 3 |
| MGMT 416          | Operations Management                 | 3 |
| MGMT 450          | Leadership                            | 3 |
| MGMT 475          | Topics in Management                  | 3 |
| MRKT 404          | Sales Management                      | 3 |
| HCMG 200          | Introduction to Healthcare Management | 3 |
| SPMG 218          | Principles of Sport Management        | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Marketing Minor

### Required Courses (3 Hours)

|          |                         |   |
|----------|-------------------------|---|
| MRKT 300 | Principles of Marketing | 3 |
|----------|-------------------------|---|

### Electives (12 Hours)

|                   |                               |   |
|-------------------|-------------------------------|---|
| MRKT 302          | Consumer Behavior             | 3 |
| MRKT 304          | Advertising and Promotion     | 3 |
| MRKT 310/SPMG 310 | Sport Marketing and Promotion | 3 |
| MRKT 404          | Sales Management              | 3 |
| MRKT 420          | Marketing Management          | 3 |
| MRKT 466          | International Marketing       | 3 |
| MRKT 475          | Topics in Marketing           | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Sport Management Minor

### Required Minor Hours (12 hours)

|          |  |   |
|----------|--|---|
| SPMG 218 | Principles of Sport Management             | 3 |
| SPMG 305 | Sport Facility Design and Event Management | 3 |
| SPMG 345 | Legal Issues in Sport                      | 3 |
| SPMG 415 | Ethics and Leadership in Sport             | 3 |

### Electives (3 hours)

Choose 1 of the following.

|          |                                |   |
|----------|--------------------------------|---|
| SPMG 250 | Social Issues in Sports        | 3 |
| SPMG 285 | Communication in Sport         | 3 |
| SPMG 310 | Sport Marketing and Promotion  | 3 |
| SPMG 335 | Finance and Economics of Sport | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Business Administration Minor for Non-Business Majors

### Required Minor Hours (6 hours)

|          |                            |   |
|----------|----------------------------|---|
| ACCT 213 | Accounting Principles I    | 3 |
| ECON 204 | Principles of Economics II | 3 |

### Choose 3 of the following Common Professional Component Courses (9 Hours)

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |
| BADM 360 | International Business             | 3 |
| CISS 300 | Management Information Systems     | 3 |
| FINC 312 | Financial Management               | 3 |
| MGMT 316 | Principles of Management           | 3 |
| MRKT 300 | Principles of Marketing            | 3 |

When the student's primary major requires the same courses as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor in the School of Business or the Dean of the School of Business.

Total Credit Hours: 15

## Special Programs Offered by the School

### Delta Mu Delta Honor Society

Delta Mu Delta is the international honor society for Business Administration. The purposes are to promote higher scholarship in training for business and to recognize and reward scholastic achievement for Business majors. It is open to juniors and seniors with a GPA of 3.8 and above and who are in the top 10% of their class.

## Two-Year Course Rotation

### Rotations

#### Every Semester

|          |                                    |   |
|----------|------------------------------------|---|
| ACCT 213 | Accounting Principles I            | 3 |
| ACCT 214 | Accounting Principles II           | 3 |
| BADM 300 | Legal Environment of Business      | 3 |
| BADM 304 | Applied Business Statistics        | 3 |
| BADM 305 | Introduction to Management Science | 3 |

|          |  |      |
|----------|--|------|
| BADM 325 | Business Communications Applications                             | 3    |
| BADM 360 | International Business   | 3    |
| BADM 480 | Business Strategy  | 3    |
| BADM 497 | Internship in Business   | 1-6  |
| CISS 300 | Management Information Systems                                   | 3    |
| ECON 203 | Principles of Economics I (Economics and the Free Market System) | 3    |
| ECON 204 | Principles of Economics II                                       | 3    |
| FINC 312 | Financial Management   | 3    |
| HCMG 200 | Introduction to Healthcare Management                            | 3    |
| MGMT 316 | Principles of Management   | 3    |
| MRKT 300 | Principles of Marketing  | 3    |
| SPMG 218 | Principles of Sport Management                                   | 3    |
| SPMG 250 | Social Issues in Sports  | 3    |
| SPMG 285 | Communication in Sport   | 3    |
| SPMG 360 | Integrated Experience in Sport Management                        | 3    |
| SPMG 497 | Internship in Sport Management                                   | 9-12 |

#### Every Fall

|                   |                                 |   |
|-------------------|---------------------------------|---|
| ACCT 435          | Advanced Accounting             | 3 |
| CISS 371          | Systems Analysis and Design     | 3 |
| ECON 401          | International Economics         | 3 |
| HCMG 410          | Healthcare Law and Ethics       | 3 |
| MGMT 403/PSYC 403 | Human Behavior in Organizations | 3 |
| MGMT 410          | Entrepreneurship                | 3 |
| MRKT 404          | Sales Management                | 3 |
| MRKT 410          | Marketing Research              | 3 |
| MRKT 466          | International Marketing         | 3 |
| SPMG 335          | Finance and Economics of Sport  | 3 |
| SPMG 345          | Legal Issues in Sport           | 3 |
| SPMG 415          | Ethics and Leadership in Sport  | 3 |
| MRKT 302          | Consumer Behavior               | 3 |

#### Every Spring

|          |   |   |
|----------|---|---|
| ACCT 314 | Intermediate Accounting II                      | 3 |
| ACCT 400 | Accounting Information Systems                  | 3 |
| ACCT 450 | Auditing  | 3 |
| BADM 340 | Integration of Faith, Ethics, and Business      | 3 |
| CISS 433 | Database Management                             | 3 |
| CISS 470 | Strategic Information Management                | 3 |
| FINC 313 | Financial Management II                         | 3 |
| FINC 460 | International Finance                           | 3 |
| HCMG 303 | Economics, Budgeting, and Finance in Healthcare | 3 |

|                   |   |   |
|-------------------|---|---|
| MGMT 400          | Human Resource Management   | 3 |
| MGMT 416          | Operations Management   | 3 |
| MGMT 422          | Marketing Management  | 3 |
| MRKT 420          | Marketing Management  | 3 |
| SPMG 305          | Sport Facility Design and Event Management                          | 3 |
| SPMG 307/WLLC 307 | The Universal Language of Sport/Sport as a Unifying Force in Europe | 3 |
| SPMG 310          | Sport Marketing and Promotion                                       | 3 |
| SPMG 410          | Sport Governance  | 3 |
| MRKT 304          | Advertising and Promotion   | 3 |
| MRKT 475          | Topics in Marketing   | 3 |

**Odd Fall**

|          |  |   |
|----------|--|---|
| ACCT 425 | Federal Income Tax I                   | 3 |
| CISS 432 | Information Systems Project Management | 3 |
| FINC 420 | Investments                            | 3 |

**Even Fall**

|          |                            |   |
|----------|----------------------------|---|
| ACCT 315 | Cost Accounting            | 3 |
| CSCI 471 | Software Engineering       | 3 |
| ECON 402 | Managerial Economics       | 3 |
| FINC 320 | Risk Management            | 3 |
| HCMG 315 | Healthcare Quality Seminar | 3 |

**Odd Spring**

|          |  |   |
|----------|--|---|
| ECON 303 | Intermediate Microeconomics                    | 3 |
| FINC 425 | Intermediate Corporate Finance                 | 3 |
| HCMG 310 | Diversity and Culture in Healthcare Management | 3 |

**Even Spring**

|          |                                      |   |
|----------|--------------------------------------|---|
| ECON 302 | Money and Banking                    | 3 |
| HCMG 400 | Introduction to International Health | 3 |
| MGMT 450 | Leadership                           | 3 |
| FINC 301 | Personal Finance                     | 3 |

The rotation is for general information only and should not be relied on for long-term planning. Actual course offerings each semester are based on many factors, and the schedule may vary from this rotation. Scheduling each semester is published by the Registrar. Other courses are offered only as needed.

## College of Education

Dean: P. Bull

Clinical Experience Coordinator: L. Wesson

Coordinator Elementary Education: L. Wesson

Licensure Specialist: W. Turbyfill

Assessment and Accountability Coordinator: M. Porter

Chair of Professional Education Committee: L. Wesson

### Faculty

Professors: P. Bull, L. Wesson

Assistant Professors: D. Betts, C. Simpson

### Mission

The Gardner-Webb University College of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

### Vision

Gardner-Webb University College of Education is a premier catalyst for positive, sustainable change.

### Values

The Gardner-Webb University College of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem-solving, flexibility, adaptability, and a commitment to continuous learning. Specifically, these knowledge practices include:

1. Principles of ongoing reflection, continuous improvement, and evidence-based decision-making;
2. Caring relationships characterized by high ethical standards, collaboration, and shared decision-making;
3. Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and facilitating meaningful individual and collective development; and
4. Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities for individual and collective development.

Through demonstrating these values to candidates at the initial and advanced level in addition to engaging candidates in clinical experiences and coursework, the College of Education works to create graduates who are:

1. Culturally competent;
2. Content knowledge experts;
3. Evidence-based decision-makers;
4. Reflective and effective practitioners;
5. Innovative integrators of appropriate technology; and
6. Ethical and collaborative leaders of internal stakeholders as well as families and communities.

### Major Fields of Study

The school offers three majors leading to the Bachelor of Science degree.

Elementary Education (K-6)

Birth-Kindergarten Education (Licensure and Non-licensure tracks)

Middle Grades Education with Concentrations in Language Arts, Mathematics, Social Studies, and Science (6-9)

### Minor Fields of Study

Professional Education (required for all Education Majors)

### Concentration

Exceptional Children (K-12)

All professional education programs, bachelor's-level and graduate-level licensure programs, at Gardner-Webb University are state-approved by the North Carolina State Board of Education (SBE). The College of Education continues to be nationally accredited in good standing with NCATE, which merged with TEAC to become the Council for the Accreditation of Teacher Preparation (CAEP) in 2013. Gardner-Webb University College of Education hosted a CAEP site accreditation visit in April 2019. Official notification of the results of that review will be released by CAEP during late fall 2019.

### Conceptual Framework of Teacher Preparation

Within a Christian environment, the Gardner-Webb University College of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's College of Education should be 21st-century leaders in every aspect of their profession, having the instructional, technological, and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the College of Education at Gardner-Webb University offers undergraduate majors in Birth-Kindergarten, Elementary, and Middle Grades Education. The Professional Education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, History, Mathematics, and Social Studies. Successful completion of the Professional Education minor is required for students seeking licensure at the K-12 level in the special subject areas of French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. In addition to the undergraduate programs, qualified candidates may study at the master's, education-specialist, and doctoral levels.

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our coursework to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

### The Learner

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, clinical experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must focus on inclusion, recognizing that "educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system" (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

### Knowledge

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the College of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the College of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the College of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills, and dispositions to lead and teach.

Additionally, the College of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the College of Education through coursework, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the College of Education’s support of The Center for Innovative Leadership Development (CILD), which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The CILD provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

#### **Assessment**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s coursework, clinical experiences, and professional practice.

#### **Professional Education Committee**

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education licensure programs within the College of Education. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public-school personnel.

#### **Admission to the Teacher Education Program**

To be admitted to the Teacher Education Program, the undergraduate degree-seeking candidate must meet the following requirements:

1. File a declaration of intent to major in an area of licensure with the Academic Advising Center immediately after completing UNIV 111;
2. Complete a minimum of 30 cumulative credit hours, with at least 12 hours earned at Gardner-Webb;
3. Complete the Application for Admission to Teacher Education. Candidates must submit application by published deadline;
4. Candidates are required to have (and maintain) an overall GPA of 2.7 in addition to other factors for admission to Teacher Education;

5. Complete EDUC 250 with a grade of “C” or better (a “C-” is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate;
6. Obtain the minimum scores on the PRAXIS Core examinations or the SAT/ACT equivalents as required by the School of Education. These scores are subject to change. Applicants must satisfy the score requirements in effect at the time of admission to the Teacher Education Program;
7. If majoring in Elementary Education, must be enrolled in MATH 205 with a “C” or better for licensure to be considered for admission;
8. Successfully complete the Teacher Education Program Interview; and
9. All other requirements as outlined in the Teacher Education Handbook.

Candidates are not formally admitted to the School of Education until they have met all requirements of the interview.

### The Professional Semester

Before beginning the professional semester (which includes the 16-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching, to include background check and drug screening, on or before the published deadline;
2. Maintain a 2.7 cumulative grade point average;
3. Maintain a grade of “C” (2.0) or better (a “C-” is not acceptable) in all professional education courses; and
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the School of Education or designee. These requirements are described under the appropriate department listing.

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

### Clinical Experiences/Student Teaching

Student teaching assignments and various clinical experiences required throughout the Teacher Education Program are made by the Director of Clinical Experiences and Student Teaching in surrounding North Carolina public schools or childcare centers. Candidates are required to comply at all times with clinical experience expectations, including the Code of Ethics for NC Educators, while completing clinical requirements. Transportation to and from these sites is the responsibility of the candidate.

Candidates are not allowed to complete clinical experiences without the permission of the Director of Clinical Experiences. Clinical experiences are tiered and candidates should seek to take courses in the correct order. Students should consult their advisor for additional information.

All candidates, in all teacher education programs, must maintain active classroom liability insurance while completing clinical experiences. Specific requirements regarding classroom liability insurance can be found in the Teacher Education Handbook and the Clinical Experiences Handbook.

### Completion of the Teacher Education Program

Successful completion of coursework and licensure requirements, all major requirements, and the Professional Education minor, including the professional semester, will qualify candidates for licensure in North Carolina. The candidate is responsible for any out-of-state (NC) licensure requirements.

### North Carolina Educator Licensure Requirements

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study;
2. Obtain minimum scores on the state-required assessments for your licensure area and submit to NC DPI Online Licensure System;
3. Submit the completed application for licensure to the NC DPI Online Licensure System;
4. Provide official transcripts for all college and university work completed at other institutions to the NC DPI Online Licensure System; and
5. Remit the processing fee required by the State of North Carolina at the time of application using NC DPI Online Licensure System.
6. Birth-Kindergarten, Elementary, and Middle Grades Education candidates (and candidates seeking EC licensure) must pass NC licensure exams prior to becoming eligible for licensure. EC candidates must also pass the appropriate PRAXIS exam for EC - General Curriculum (K-12).
7. For candidates wanting to obtain an educator’s license in a state other than North Carolina, the candidate must also fulfill all licensure requirements of the state in which licensure is being sought.

### Licensure-only Candidates



Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

### Student Appeals

Students not meeting requirements for admission to Teacher Education and/or the Professional Semester (student teaching) may appeal to the Professional Education Committee for acceptance or continuation in the program. The process for appeal is outlined in the Professional Education Committee Policy Manual.

### Additional Information

All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDUC 250 Teaching in 21st Century Schools. This fee will cover the candidate's subscription to TaskStream as well as the required background checks and drug screening. In addition, Birth-Kindergarten, Elementary, and Middle Grades candidates are required to have a device with video capabilities for every EDUC course with the exception of EDUC 250 Teaching in the 21st Century. All candidates will also be charged an edTPA Assessment Fee when they enroll in EDUC 450 and EDUC 451.

All coursework, in the education majors (Birth-Kindergarten, Middle, and Elementary) and in the Education minor, must have a grade of "C" or better ("C-" is not acceptable).

The Birth-Kindergarten Licensure Track at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

## Birth-Kindergarten, Bachelor of Science

|  |           |
|--|-----------|
| REQUIRED MAJOR HOURS                     | 43        |
| REQUIRED MINOR HOURS                     | <u>30</u> |
| TOTAL PROGRAM HOURS                      | 73        |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE      |

The Bachelor of Science in Birth-Kindergarten will prepare candidates to teach in, administer, and direct early learning environments for ages birth-five. This degree will contain one licensure pathway and one non-licensure pathway. Both pathways will have an emphasis on child development and professional education based on the North Carolina State Board-approved standards for Birth-Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, and NC Professional Teaching Standards, as well as 21st century knowledge, skills, and dispositions that prepare educators for the Birth-Kindergarten field. The Birth-Kindergarten program integrates a core set of pedagogy courses, clinical experiences, and practical applications of child development and early learning. Candidates must meet the requirements listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Program goals and student learning outcomes are subject to change based upon data collected and analyzed by School of Education faculty.

The College of Education admission process is different than the Gardner-Webb admission. Candidates are not fully admitted into the School of Education until they have met all requirements of the interview.

Candidates will not be permitted to complete more than 50% of the major or Professional Education minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least one year prior to the student teaching experience.

Elementary Education at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

### Program Goals

1. Candidates will demonstrate the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, and preschoolers in diverse settings.
2. Candidates will apply developmentally, individually, and culturally appropriate practices for children with or without disabilities.
3. Candidates will apply evaluation and assessment processes to measure the development of cognitive, motor, social-emotional, and communication domains.

4. Candidates will develop the skills necessary to become competent members of the early childhood profession by serving as team members and leaders by continually reflecting on their practice.
5. Candidates will apply their knowledge of early childhood development to create an integrated curriculum and responsive environment for all children by connecting with ALL children, with and without disabilities, including those at-risk and their families.
6. Candidates will apply their knowledge of early childhood development to conduct appropriate, ongoing, formal, and informal assessments used to guide their instructional design.
7. Candidates will apply specific teaching/learning strategies appropriate for children to design, implement, evaluate, and adapt learning experiences.

**Student Learning Outcomes**

1. Candidates will apply leadership skills to assume leadership roles in an educational setting.
2. Candidates will describe and apply the various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development.
3. Candidates will explain and create the design and implementation of developmentally appropriate learning environments for young children.
4. Candidates will explain and demonstrate the most effective ways to support families in facilitating their young children’s development.
5. Candidates will analyze data, including screening and assessment procedures focused on individual development, and program evaluation.
6. Candidates will synthesize data from screening and assessment procedures to inform instruction.
7. Candidates will apply current instructional principles, research, and appropriate assessment practices to the use of age-appropriate technology and applications.
8. Candidates will differentiate instruction in an effective and appropriate manner.
9. Candidates will implement developmentally appropriate management processes in an educational setting.
10. Candidates will use research and data to adapt instruction.
11. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization.

**Program Requirements**

**Required Major Hours (43 hours)**

|          |   |   |
|----------|---|---|
| BKED 280 | Guiding and Supporting Young Learners                           | 4 |
| BKED 260 | Assessment and Observation                                      | 3 |
| BKED 290 | Child Development   | 3 |
| BKED 270 | The Exceptional Child   | 4 |
| BKED 300 | Special Topics: Technology in the BK Environment                | 3 |
| BKED 360 | Child, Family, and Community: Building Supportive Relationships | 3 |
| BKED 370 | Infants and Toddlers  | 3 |
| BKED 380 | Early Childhood Curriculum                                      | 3 |
| BKED 390 | Kindergarten Curriculum   | 3 |
| BKED 410 | Language and Literacy for the Young Child                       | 4 |
| BKED 420 | Math, Science, Social Studies, and the Arts for Young Children  | 4 |
| BKED 430 | Internship: BK Practices, Procedures, and Policies              | 3 |
| MATH 204 | Mathematics for Elementary Teachers                             | 3 |

Candidates must complete at least 50% of the major at Gardner-Webb University.

**Required Minor Hours (30 hours)**

**Professional Education Minor**

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools          | 4  |
| EDUC 350 | Diverse Populations in 21st Century Schools   | 4  |
| EDUC 435 | Facilitating Learning in 21st Century Schools | 4  |
| BKED 440 | Professional Administrative Seminar           | 12 |
|          | OR  |    |
| EDUC 450 | Student Teaching                              | 12 |
| PSYC 301 | Child Psychology                              | 3  |
| PSYC 303 | Educational Psychology                        | 3  |

EDUC 435 must be taken the semester prior to student teaching or the Professional Education Seminar. EDUC 450 OR BKED 440 must be taken the final semester and no other courses may be taken concurrently.

Total Credit Hours: 73

**Additional Requirements for Transfer Majors**

None.

## Elementary Education, Bachelor of Science

|  |           |
|--|-----------|
| REQUIRED MAJOR HOURS                     | 34        |
| REQUIRED MINOR HOURS                     | <u>27</u> |
| TOTAL PROGRAM HOURS                      | 61        |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |           |
| NONE                                     |           |

Elementary Education is designed to prepare candidates to become teachers in Grades K-6. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in an elementary-school setting. During the program, candidates will investigate current educational theories, educational philosophies, and elementary methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester. Candidates will not be permitted to complete more than 50% of the major or Professional Education minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least two full semesters prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission process. The School of Education interview is a secondary admission process specific to the School of Education.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revised. Candidates who are already in Teacher Education can choose to complete the current program or the new program.

The optional 14-credit-hour concentration in Exceptional Children (EC) prepares candidates to support diverse learners and become successful teachers of exceptional children. In order to be recommended for licensure, candidates must successfully complete a dual student teaching experience (EDUC 450) and must pass all Elementary Education and Exceptional Children licensure tests.

The Exceptional Children Concentration is also available for non-Elementary Education candidates. For candidates who are non-Elementary Education majors, the following courses are required in order to obtain the concentration: MATH 204, MATH 205, and EDUC 302. Secondary Math Education candidates are exempt from MATH 204 and MATH 205.

A non-licensure track for qualifying elementary and middle grades candidates is available. Please consult the Professional Education Committee (PEC) Handbook for details.

Elementary Education at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Teacher Candidate Standards (NCTCS) as follows:

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

Proficiencies will be met as students exhibit competency in the following goals and learning outcomes.

### Student Learning Outcomes

*Student Learning Outcomes are subject to change based on data collected and analyzed by the Elementary Education faculty.*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting (NCTCS I);
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting (NCTCS I);
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners (NCTCS II);
4. Candidates will be able to differentiate instruction in an effective and appropriate manner (NCTCS II);
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts (NCTCS III);
6. Candidates will be able to implement processes relative to the specific discipline (NCTCS III);
7. Candidates will be able to use formative and summative assessment data to inform instruction (NCTCS IV);
8. Candidates will be able to integrate reading practices and assessments to design and implement an appropriate reading program of instruction (NCTCS IV);
9. Candidates will be able to implement management processes in an educational setting (NCTCS IV);
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement (NCTCS V);
11. Candidates will use research and data to adapt instruction (NCTCS V);

- 12. Candidates will be able to design instruction to meet the needs of digital-age learners (NCTCS V); and
- 13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization (NCTCS V).

**Program Requirements**

**Required Major Hours (34 hours)**

|          |   |   |
|----------|---|---|
| PHED 311 | Healthful Living for the Elementary Educator Seminar          | 1 |
| EDUC 251 | Introduction to Effective Teaching and Learning               | 1 |
| EDUC 252 | Applying Principles of Effective Teaching and Learning        | 1 |
| EDUC 302 | Literacy Foundations  | 3 |
| EDUC 306 | Literacy and Language Arts for K-9                            | 4 |
| EDUC 310 | Fine Arts Integration Seminar                                 | 1 |
| EDUC 312 | Practicum in Literacy (K-9)                                   | 3 |
| EDUC 375 | Classroom Leadership Seminar for Elementary and Middle Grades | 2 |
| EDUC 410 | Introduction to Curriculum Integration and Assessment         | 3 |
| MATH 204 | Mathematics for Elementary Teachers                           | 3 |
| MATH 205 | Mathematics for Elementary Teachers II                        | 3 |
| MAED 330 | Math Methods in 21st Century Schools                          | 3 |
| SCED 330 | Science Methods in 21st Century Schools                       | 3 |
| SSED 307 | Social Studies Methods in 21st Century Schools                | 3 |

EDUC 312 must be taken the semester prior to student teaching.

**Required Minor Hours (27 hours)**

**Professional Education Minor**

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools          | 4  |
| EDUC 350 | Diverse Populations in 21st Century Schools   | 4  |
| EDUC 435 | Facilitating Learning in 21st Century Schools | 4  |
| PSYC 303 | Educational Psychology                        | 3  |
| EDUC 450 | Student Teaching                              | 12 |

EDUC 435 must be taken the semester prior to student teaching. EDUC 450 must be taken the final semester and no other courses may be taken concurrently. Students may not be employed during this semester.

**Optional Exceptional Children Concentration Hours (14**

|               |  |   |
|---------------|--|---|
| <b>hours)</b> |  |   |
| ECED 270      | Critical Components of Special Education   | 3 |
| ECED 370      | Specially Designed Instruction for Exceptional Learners                          | 4 |
| ECED 380      | Communication and Collaboration with Stakeholders                                | 3 |
| ECED 425      | Providing Instruction - Continuum of Alternative Exceptional Children Placements | 4 |

Total Credit Hours: 61

**Additional Requirements for Transfer Majors**

None.

**Middle Grades Education, Bachelor of Science**

|                      |           |
|----------------------|-----------|
| REQUIRED MAJOR HOURS | 26-31     |
| REQUIRED MINOR HOURS | <u>38</u> |
| TOTAL PROGRAM HOURS  | 64-69     |

PREScribed COURSES ATTAINABLE IN GEN ED:  
 LANGUAGE ARTS CONCENTRATION: ENGL 211, ENGL 212, ENGL 231, ENGL 232, OR ENGL 251;  
 MATHEMATICS CONCENTRATION: MATH 105, MATH 110, MATH 150, OR MATH 151;  
 SOCIAL STUDIES CONCENTRATION: SSCI 205, ECON 203, AND HIST 245;  
 SCIENCE CONCENTRATION: BIOL 104 OR BIOL 111, CHEM 103, GEOL 105, PHYS 103, OR PHYS 104

Middle Grades Education is designed to prepare candidates to become teachers in grades 6-9 in Language Arts, Math, Social Studies, and/or Science. The candidate is required to choose one concentration but may choose additional concentrations. The candidate chooses the content area(s) in which to concentrate. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in a middle-grades setting. Candidates will investigate current educational theory, educational philosophy, and middle grades methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester.

The College of Education admission process is different than the Gardner-Webb admission process. The College of Education interview is a secondary admission process specific to the College of Education.

The North Carolina State Board of Education has adopted new teacher standards and required all Teacher Education programs to be revised. All candidates starting their teacher education program with EDUC 250 in the fall of 2010 must complete the new program regardless of the catalog under which they entered Gardner-Webb University. Candidates who are already in Teacher Education can choose to complete the current program or the new program.

A non-licensure track for qualifying elementary and middle grades candidates is available. Please consult the Professional Education Committee (PEC) Handbook for details.

Students who graduate from the Middle Grades Education program will demonstrate proficiency in the North Carolina Teacher Candidate Standards (NCTCS) as follows:

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

Proficiencies will be met as students exhibit competency in the following goals and learning outcomes.

### Student Learning Outcomes

*Student Learning Outcomes are subject to change based on data collected and analyzed by the Middle Grades Education faculty.*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting (NCTCS I);
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting (NCTCS I);
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners (NCTCS II);
4. Candidates will be able to differentiate instruction in an effective and appropriate manner (NCTCS II);
5. Candidates will be able to demonstrate advanced content knowledge related to core concepts in their specific discipline or disciplines (NCTCS III);
6. Candidates will be able to implement processes relative to their specific discipline or disciplines (NCTCS III);
7. Candidates will be able to use formative and summative assessment data to inform instruction (NCTCS IV);

8. Candidates will be able to integrate reading practices and assessments to design and implement appropriate lessons and units (NCTCS IV);
9. Candidates will be able to implement management processes in an educational setting (NCTCS IV);
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement (NCTCS V);
11. Candidates will use research and data to adapt instruction (NCTCS V);
12. Candidates will be able to design instruction to meet the needs of digital-age learners (NCTCS V); and
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization (NCTCS V).

### Program Requirements

Candidates must choose one area of specialization (two are recommended).

#### Required Major Hours, Language Arts Concentration (27 hours)

|          |                                    |   |
|----------|------------------------------------|---|
| ENGL 211 | British Literature Survey I        | 3 |
|          | OR                                 |   |
| ENGL 212 | British Literature Survey II       | 3 |
| ENGL 231 | American Literature Survey I       | 3 |
|          | OR                                 |   |
| ENGL 232 | American Literature Survey II      | 3 |
| ENGL 251 | World Literature Survey I          | 3 |
| EDUC 306 | Literacy and Language Arts for K-9 | 4 |
| ENGL 363 | Rhetorical Grammar                 | 3 |
| ENGL 391 | Senior Capstone I                  | 2 |
| ENGL 483 | The Teaching of Writing            | 3 |
|          | Literature electives               | 6 |

#### Required Major Hours, Mathematics Concentration (31 hours)

|          |  |   |
|----------|--|---|
| MATH 105 | Fundamentals of Statistics and Probability | 3 |
| MATH 110 | Finite Mathematics                         | 3 |
| MATH 150 | Precalculus                                | 3 |
| MATH 151 | Calculus I                                 | 4 |
| MATH 204 | Mathematics for Elementary Teachers        | 3 |
| MATH 205 | Mathematics for Elementary Teachers II     | 3 |
| MATH 230 | Foundations of Higher Mathematics          | 3 |
| MATH 331 | Linear Algebra                             | 3 |
| MAED 330 | Math Methods in 21st Century Schools       | 3 |
|          | MATH elective                              | 3 |

**Required Major Hours, Social Studies Concentration (30 hours)**

|          |   |        |
|----------|---|--------|
| ECON 203 | Principles of Economics I (Economics and the Free Market System)          | 3      |
| GEOG 101 | Introduction to Physical Geography  | 3      |
| HIST 245 | Survey of United States History from 1877 to the Present                  | 3      |
| HIST 332 | Twentieth-Century Europe  | 3      |
| HIST 345 | North Carolina History<br>Non-Western History (e.g., POLS 351)            | 3<br>3 |
| GLST 202 | International Relations and Comparative Politics                          | 3      |
| SSCI 205 | Global Understanding  | 3      |
| SSED 307 | Social Studies Methods in 21st Century Schools<br>Social Science elective | 3<br>3 |

**Required Major Hours, Science Concentration (30-31 hours)**

|          |  |     |
|----------|--|-----|
| BIOL 111 | General Biology                                | 4   |
| BIOL 104 | Environment                                    | 4   |
| CHEM 103 | Introductory Chemistry                         | 4   |
| GEOL 105 | Oceanography and Meteorology                   | 4   |
| PHYS 104 | Astronomy                                      | 4   |
| PHYS 111 | General Physics I OR                           | 4   |
| PHYS 203 | General Physics for Scientists and Engineers I | 4   |
|          | Science elective (BIOL 101 is recommended)     | 3-4 |
| SCED 330 | Science Methods in 21st Century Schools        | 3   |

**Required Minor Hours (38 hours)**

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools                  | 4  |
| EDUC 312 | Practicum in Literacy (K-9)                           | 3  |
| EDUC 316 | Teaching Reading and Writing in the Content Areas     | 3  |
| EDUC 350 | Diverse Populations in 21st Century Schools           | 4  |
| EDUC 410 | Introduction to Curriculum Integration and Assessment | 3  |
| EDUC 435 | Facilitating Learning in 21st Century Schools         | 4  |
| ESOL 335 | ESL Methods/Practicum 6-9                             | 2  |
| PSYC 303 | Educational Psychology                                | 3  |
| EDUC 450 | Student Teaching                                      | 12 |

EDUC 312 and EDUC 435 must be taken the semester prior to student teaching. EDUC 450 must be taken the final semester and no other courses may be taken concurrently. Students may not be employed during this semester.

Total Credit Hours: 64-69

**Additional Requirements for Transfer Majors**

None.

**Minor Fields of Study**

The Education minor can only be used in conjunction with majors in which there are approved licensure programs.

**Professional Education Minor**

The Education minor can only be used in conjunction with majors in which there are approved licensure programs.

Course requirements for this minor in the areas of English, Mathematics, Social Studies, and in the special subject areas (K-12) of Music, Physical Education, French, Spanish, and English as a Second Language are described in Catalog sections under the heading of each major. EDUC 440 Classroom Management will be offered as part of the Education minor for departments that require it.

In all cases candidates will not be permitted to complete more than 50% of the Professional Education minor until they are formally admitted into the Teacher Education Program.

A non-licensure track for qualifying elementary and middle grades candidates is available. Please consult the Professional Education Committee (PEC) Handbook for details.

Hours vary by specialty area.

**Elementary Education Majors Required Courses (27 hours)**

|          |   |    |
|----------|---|----|
| EDUC 250 | Teaching in the 21st Century Schools          | 4  |
| EDUC 350 | Diverse Populations in 21st Century Schools   | 4  |
| EDUC 435 | Facilitating Learning in 21st Century Schools | 4  |
| PSYC 303 | Educational Psychology                        | 3  |
| EDUC 450 | Student Teaching                              | 12 |

**Middle Grades Education Majors Required Courses (38 hours)**

|          |   |   |
|----------|---|---|
| EDUC 250 | Teaching in the 21st Century Schools        | 4 |
| EDUC 350 | Diverse Populations in 21st Century Schools | 4 |

|          |   |    |
|----------|---|----|
| EDUC 435 | Facilitating Learning in 21st Century Schools         | 4  |
| EDUC 450 | Student Teaching                                      | 12 |
| PSYC 303 | Educational Psychology                                | 3  |
| EDUC 312 | Practicum in Literacy (K-9)                           | 3  |
| EDUC 316 | Teaching Reading and Writing in the Content Areas     | 3  |
| EDUC 410 | Introduction to Curriculum Integration and Assessment | 3  |
| ESOL 335 | ESL Methods/Practicum 6-9                             | 2  |

# Gardner-Webb Online: Undergraduate Degree Completion Program

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Gardner-Webb University provides extended undergraduate studies through online degree completion programs to meet the specialized educational needs of adult learners. Those who possess previous college credit in which they earned a 2.0 grade point average\* are provided the opportunity to apply those credit hours toward a bachelor's degree. Gardner-Webb Online is designed for students who prefer online learning while they manage work schedules, family responsibilities, or live at a distance from the University.

Online degree completion programs are available in business, education, nursing, public service, and religious studies.

*\*Certain majors may require a higher GPA for admission. Please see the program section of this Catalog for program-specific admission requirements or check with your advisor.*

## Online Undergraduate Degrees and Major Fields

Gardner-Webb University offers the following online undergraduate degree completion programs of study.

### **Bachelor of Science (BS)**

- Accounting
- Birth to Kindergarten Education
- Christian Ministry
- Computer Information Systems
- Criminal Justice
- Elementary Education
- Healthcare Management
- Human Services
- Management

### **Bachelor of Science in Nursing (BSN)**

- Nursing

## General Education Requirements

Consistent with the best practices of the higher-education community, Gardner-Webb University's General Education curriculum includes a series of broad and intensive learning experiences. These experiences have been carefully designed to meet a diverse set of learning goals, which in turn have been developed on the basis of the University's mission and heritage. Specifically, the faculty has identified seven major learning goals as the intended outcomes of the General Education curriculum.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/department of the major to determine specific guidelines for General Education course selection.

Students who complete their studies in a degree completion program will

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



7. Demonstrate knowledge and comprehension of the biblical foundations of the Christian faith central to the mission and purpose of Gardner-Webb University.

Because of the Christian nature of Gardner-Webb's identity and mission (see point seven above), it requires all bachelor's-degree-seeking students, including transfers, to earn credit (whether at Gardner-Webb or another institution under transfer or transient credit policies) for REL 300 Introduction to the Old Testament and REL 301 Introduction to the New Testament. Therefore, these two courses are designated upper-division General Education Requirements.

The Online Degree Completion Program general education curriculum is divided into the following six fundamental dimensions of learning.

### I. Dimensions of Humanities (10-13 hours)

#### Composition (6 hours)

|         |                |   |
|---------|----------------|---|
| ENG 101 | Composition I  | 3 |
| ENG 102 | Composition II | 3 |

*All students accepted for admission to the Online Undergraduate Program must complete ENG 101 and ENG 102. Students who do not meet the requirement for English Composition must complete these courses no later than their second semester of enrollment.*

#### Literature (3 hours)

Choose one of the following.

|         |                                |   |
|---------|--------------------------------|---|
| ENG 211 | British Literature Survey I    | 3 |
| ENG 212 | British Literature Survey II   | 3 |
| ENG 231 | American Literature Survey I   | 3 |
| ENG 232 | American Literature Survey II  | 3 |
| ENG 240 | Survey of Topics in Literature | 3 |
| ENG 251 | World Literature I             | 3 |
| ENG 252 | World Literature II            | 3 |

#### Oral Communication (0-3 hours)

For students who have not met this competency through previous coursework, this requirement can be met by taking BAD 325, EDU 450, or BKE 440; no additional hours required if taken as part of major requirement.

#### Information Literacy (1 hour)

Students will be enrolled in one (1) Information Literacy course, according to their declared major in the Online Undergraduate program.

LIB 302 (p. 456)- Information Literacy for Business: Accounting, Business Administration, Computer Information Systems, Entrepreneurship, Healthcare Management

LIB 303 (p. 456)- Information Literacy for Education: Birth to Kindergarten, Elementary Education, Organizational Leadership, Professional Education

LIB 304 (p. 456) - Information Literacy for Nursing: RN to BSN

LIB 305 (p. 456) - Information Literacy for Service Professions: Christian Ministry, Human Services, Criminal Justice

|         |  |   |
|---------|--|---|
| LIB 301 | Information Literacy                         | 1 |
| LIB 302 | Information Literacy in Business             | 1 |
| LIB 303 | Information Literacy in Education            | 1 |
| LIB 304 | Information Literacy in Nursing              | 1 |
| LIB 305 | Information Literacy for Service Professions | 1 |

### II. Dimensions of Faith (6 Hours)

#### Biblical Studies (6 hours)

|         |                      |   |
|---------|----------------------|---|
| REL 300 | Old Testament Survey | 3 |
| REL 301 | New Testament Survey | 3 |

### III. Dimensions of Heritage (6 Hours)

Choose two of the following.

*(At least one course transferred in or taken at Gardner-Webb must be a History course.)*

#### Western Heritage

|         |   |   |
|---------|---|---|
| HIS 301 | Issues in Western Civilization, Pre-History to 1715 | 3 |
| HIS 302 | Issues in Western Civilization, Since 1715          | 3 |

#### Global Heritage

|         |                      |   |
|---------|----------------------|---|
| SSC 305 | Global Understanding | 3 |
|---------|----------------------|---|

#### American Heritage

|         |  |   |
|---------|--|---|
| HIS 319 | The United States in the Twentieth Century | 3 |
| PSC 302 | American Government                        | 3 |

### IV. Dimensions of Self (6 Hours)

#### Health and Physical Education (3 hours)

|         |   |   |
|---------|---|---|
| HPE 338 | Health Maintenance, Promotion, and Wellness | 3 |
|---------|---|---|

#### Aesthetics (3 hours)

Choose one of the following.

|         |  |   |
|---------|--|---|
| ART 307 | Art Survey                               | 3 |
| MUS 320 | Survey of Music                          | 3 |
| FRE 300 | Aspects of French Culture and Language   | 3 |
| SPN 300 | Aspects of Hispanic Culture and Language | 3 |
| GER 300 | Aspects of German Culture and Language   | 3 |

## V. Dimensions of Scientific Inquiry (6 hours)

Choose two of the following.

### Physical Science

|         |                  |   |
|---------|------------------|---|
| SCI 302 | Physical Science | 3 |
| SCI 322 | Environment      | 3 |

### Life Science

|         |               |   |
|---------|---------------|---|
| SCI 303 | Human Biology | 3 |
|---------|---------------|---|

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

## VI. Dimension of Quantitative Analysis (3 hours)

|         |  |   |
|---------|--|---|
| MTH 105 | Fundamentals of Statistics and Probability | 3 |
|---------|--|---|

### English Composition Requirement Enrollment Policy

Online Undergraduate Program students who have not completed the English composition requirement (i.e., earned credit for ENG 101 or ENG 102/ENG 300 from an institution previously attended) must register for ENG 101 beginning with their first semester of enrollment at Gardner-Webb and remain enrolled in ENG 101 until they have earned a passing grade in this course. These students must then enroll in ENG 102 beginning in the semester immediately following their successful completion of ENG 101 and remain enrolled in ENG 102 until they have earned credit for this course. Students may not withdraw from ENG 101 or ENG 102 except in rare and extraordinary circumstances. The Chair of the English Department and the Associate Provost for Arts and Sciences must both approve any such extraordinary requests to withdraw from ENG 101 or ENG 102. Students who are withdrawing from all classes are not required to secure this permission but should communicate their intention to withdraw from the University to their success coach and/or faculty advisor before submitting the "Withdrawal Form" available in WebbConnect.

## Bachelor's Degree Requirements

Gardner-Webb University offers an academic program requiring a minimum of 120 credit hours of credit for the bachelor's degree. The degree consists of a major field of concentration in the liberal arts or in a professional or pre-professional area, a General Education program, and elective courses. To earn a baccalaureate degree the student completes the academic program in the following sections.

## The Major

Each candidate for a baccalaureate degree must choose a major field of study. Requirements for each major are listed within the respective department or school.

A student may elect to complete more than one major. To do this the student meets the requirements of a primary major plus 30 credit hours or more in a secondary field as approved by the dean/chair of the secondary major. No course may be counted in both majors. A student graduating with a double major receives only one degree, that of the primary major. However, the transcript denotes both primary and secondary majors. Online Undergraduate Degree Completion Program students must complete at least one-quarter of the degree program at Gardner-Webb.

Certain majors may require specific General Education courses. While a course may fulfill a requirement in both the General Education curriculum and the major field of study, credit hours for the course can only be counted toward one or the other. Prescribed General Education courses, as identified by the specific major, are typically prerequisites or provide foundational knowledge for advanced courses in the major. Taking them to fulfill General Education requirements provides the most efficient way to progress toward the completion of the degree. Consult with the school/department of the major to determine specific guidelines for General Education course selection.

## The Minor

The completion of a minor is not a general graduation requirement at Gardner-Webb, unless the student's major requires the completion of a minor. Students enrolled in a major not requiring a minor may elect to complete a minor offered by the University and have that minor reflected on the transcript. Requirements for minors are found in this Catalog.

Any deviation from Catalog course requirements of a minor must be approved in advance by the chair or dean of the minor department or school and filed with the Degree Evaluator in Registrar Services.

The following minor fields are available: Computer Information Systems, Healthcare Administration, Management, Marketing, Criminal Justice Administration, Homeland Security, Human Services, and Professional Education (available for areas of licensure only).

## Academic Definitions and Regulations

### The Credit Hour

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

### **Classification**

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

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

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

Non-degree-seeking students include all persons not enrolled in a degree program.

### **Academic Course Load**

A full academic course load is 12 credit hours each Fall and Spring semester and 6-9 credit hours during the eight-week Summer term. Students may attend the Online Undergraduate Program part-time.

The maximum number of hours for which a student in good standing may enroll in a Fall or Spring term is 21.5 credit hours. Academic course load limits include all transient coursework, i.e., work taken concurrently at other institutions. Students with a minimum cumulative Gardner-Webb University grade point average of 3.00 may appeal to the Educational Policies and Standards Committee (EPSC) for permissions to exceed this hour limitation. In no case will approval be granted for hours in excess of 25 credit hours in any given semester. All appeals must be submitted in writing to the chair of the EPSC prior to registration for the semester in question.

The maximum number of hours for which a student may enroll in a Summer term is 15 credit hours.

### **Course Registration**

Registration is conducted prior to Fall and Spring. Phone and e-mail registration procedures have been developed for the mutual benefit and convenience of the University and students. If a student is unable to attend the scheduled advising period, it is the student's responsibility to contact their student success coach or faculty advisor.

New students are contacted by a success coach and registered for the first semester.

Before registration each student must consult with his or her student success coach or faculty advisor on course selection, General Education requirements, major requirements, and other degree requirements. The student success coach or faculty advisor issues a personal identification number (PIN); however, it is the responsibility of the student to ensure that all University graduation requirements are met. A student will not receive credit for any course for which registration has not been completed. At the time of registration, the student is responsible for updating their anticipated date of graduation and contact information. Unless the student and his or her success coach or faculty advisor consider it essential, a student should not change the schedule after registration.

### **Auditing Courses**

A Gardner-Webb University student may audit a course for a nominal charge. The Audit Form is located in WebbConnect and must be submitted to Registrar Services prior to the end of the schedule modification period (first week of classes). Individuals who are not Gardner-Webb students may audit a course for a nominal charge provided an application is filed with the Admissions Office.

Auditors are subject to the attendance regulations of the University. Auditors are eligible to participate in class activities and assessments but faculty are not obligated to provide services including, but not limited to, grading, advising, mentoring, or counseling. Additional requirements, if any, are the responsibility of the instructor. Credit will not be allowed for any course for which a student registers as an auditor.

### **Administrative Changes in Class and Schedule**

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

### **Adding, Dropping, and Withdrawing from Courses**

The student's schedule may be adjusted by adding and dropping courses with the approval of the success coach or faculty advisor during the schedule modification period. Check the Academic Calendar for dates. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of "@W" will appear on the student's transcript.

After the schedule modification period, any official withdrawal from a class must be done by the student by submitting the Withdrawal Form located in WebbConnect. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

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

The directions for withdrawing are listed below.

1. Login to WebbConnect
2. Click Registration
3. Click Withdrawal Information Notification of the request is sent to the student upon the processing of the withdrawal.

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

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

### **Student Honor Societies**

#### **Alpha Sigma Lambda**

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

To be eligible for ASL, a student must:

1. Be an adult engaged in balancing the multiple responsibilities of home, career, community, and education;

2. Have a minimum 3.5 grade point average (GPA) at Gardner-Webb as well as a 3.5 GPA overall including all colleges previously attended. The cumulative scholastic record of the student as interpreted by Gardner-Webb shall be the basis for computing scholastic eligibility;
3. Place in the top 10% of his/her class having earned a total of 88 credit hours;
4. Have earned 24 credit hours from Gardner-Webb University;
5. Have earned at least 12 of the total credit hours in the Liberal Arts/Sciences;
6. Be enrolled for at least 12 hours in the semester of induction; and
7. Have excellent citizenship and character.

## **Grades and Reports**

### **Grading System and Quality Points**

Graduation is dependent upon quality as well as upon quantity of work done. A student earns quality points as well as credit hours if the level of performance does not fall below that of "D-." Letter grades are assigned. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

| <b>Grades</b>   | <b>Hours<br/>Attempted<br/>Per Credit<br/>Hour</b> | <b>Quality<br/>Points Per<br/>Credit Hour</b> |
|---|--|---|
| A+  | 1  | 4   |
| A   | 1  | 4   |
| A-  | 1  | 3.67  |
| B+  | 1  | 3.33  |
| B   | 1  | 3   |
| B-  | 1  | 2.67  |
| C+  | 1  | 2.33  |
| C   | 1  | 2   |
| C-  | 1  | 1.67  |
| D+  | 1  | 1.33  |
| D   | 1  | 1   |
| D-  | 1  | .67   |
| F   | 1  | 0   |
| PZ - Pass in<br>Pass/Fail Option<br>(Credit Hours<br>Earned)          | 0  | 0   |
| FZ - Fail in Pass/Fail<br>Option<br>(No Credit Hours<br>Earned)       | 0  | 0   |
| FX - Failure for<br>Academic Dishonesty                               | 1  | 0   |
| FD - Dimensions<br>Failure  | 0  | 0   |
| P - Passing (with<br>approval)  | 0  | 0   |
| I - Incomplete  | 1  | 0   |
| IN - Incomplete (with<br>approval)                                    | 0  | 0   |
| W - Withdrew  | 0  | 0   |
| WP - Withdrew<br>Passing  | 0  | 0   |
| WF - Withdrew<br>Failing (first six such<br>grades assigned)          | 0  | 0   |
| WF - Withdrew<br>Failing (seventh or<br>more such grades<br>assigned) | 1  | 0   |

|   |                   |  |
|---|-------------------|--|
| @F - Administrative Failure                             | 1                 | 0  |
| @W - Administrative Withdrawal (student never attended) | 0                 | 0  |
| TR - Transfer Hours                                     | Hours Credit Only | Hours Credit Only                            |
| CR - Credit Hours                                       | Hours Credit Only | Hours Credit Only                            |
| AU - Auditor  | 0                 | 0  |
| E - Course Repeated                                     | 0                 | 0  |
| I - Later or Higher Attempt Computed According to Grade | 1                 | Multiplied by quality points for final grade |

**Notations on Transcripts**

E - Course Excluded from GPA

I - Course Included in GPA (located to the right side of the quality points of the course)

1 Multiplied by quality points for final grade

An Incomplete may be assigned only when a small amount of coursework (e.g., tests, project, research paper, or final exam) is not submitted by the end of the course. An Incomplete is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an "I" in place of the grade for the student needing an Incomplete. Within 24 hours of submission, Registrar Services will send the faculty member an e-mail notification that the required "Incomplete Contract" is available through WebbConnect under the "Manage Classes" folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends the contract to the student via the student's Gardner-Webb e-mail address. The student must "accept" the contract in order to confirm the Incomplete. If the student "denies" the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days after the last day of the term in which the "I" was submitted. Extensions can be submitted to the Registrar. If the 90-day period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no grade is submitted at that time, the Incomplete is converted to a final grade of "F." Once the "F" is recorded, the student, the success coach or faculty advisor, and the instructor are notified by e-mail.

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

A "W" will be assigned when a student withdraws from a course during the first 40% of the term. After the first 40% of the term, a "WF" or "WP" is assigned by the instructor based upon the instructor's assessment of the student's work at the date of withdrawal.

A student wishing to withdraw from a class or completely from school after the schedule modification period is over must submit the Withdrawal Form, which is located in WebbConnect. Success coaches and faculty advisors do not have the access to withdraw a student from courses. Course or complete withdrawals are not official until they have been processed by the Registrar. E-mail notifications are sent to the student, the success coach or faculty advisor, and the instructor(s) of the course once the withdrawal has been processed.

@F - This grade represents an administrative failure of a course. It could be assigned by either the instructor or the Registrar to any student who ceases to attend class or who otherwise exceeds the permissible number of absences in a course. This grade is treated the same as the basic "F"; it counts against the student's grade point average and is repeatable under the provisions of the Repeat Course Policy.

FX - This grade is assigned for reasons of academic dishonesty and counts against a student's GPA just a grade of "F" does. It is assigned by the Registrar upon written request of the instructor of record in accordance with the University's policy on academic dishonesty. Once the grade is assigned, it appears on the transcript as a permanent indication of an incident of academic dishonesty. University policy on repeating courses does not apply in the case of an FX. A student may repeat the course, but the FX remains on the transcript and will continue to be calculated into the GPA.

The last date for withdrawing from an individual course will be a date not to exceed 75% of the course (including summer school and Minimesters). After this point, students may not withdraw from individual courses but may completely withdraw from school.

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process. Unless an "I" or "IN" has been assigned, an instructor cannot accept coursework from a student after a grade has been submitted.

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

### Pass/Fail Option

In the spirit of its liberal arts tradition, Gardner-Webb encourages students to pursue a broad range of interests outside their chosen major. Toward this end, students enrolled in the Online Undergraduate Program may (but are not required to) select the Pass/Fail (P/F) grading option to utilize in a maximum of four courses during their enrollment at Gardner-Webb. This option may only be utilized for free electives and may not be utilized for any course counted as meeting General Education, major, minor, or required prerequisite requirements. The Pass/Fail option may be utilized for no more than one course in any given semester or session. The Pass/Fail option must be selected by the student prior to the end of the designated schedule modification (i.e., "drop/add") period in any given semester/session and once the option is selected may not be changed although the course may be dropped as per normal rules governing that process. Student transcripts will show a final grade of "PZ" or "FZ" for the chosen course and the "PZ"/"FZ" grade will not count toward GPA calculations either as hours attempted or grade points earned. If passed, the course will count toward the 120 hours needed for graduation; if failed, the course and grade will be indicated on the student's transcript but the failing grade will not affect the student's GPA. Repeats of failed P/F courses will be governed by the normal rules for that process. Credit hours for any course chosen for the P/F option will count toward a student's semester/session enrollment and billing hours as if it were taken under regular grading policies.

Individual student selection of the P/F option will not be indicated on official communications (e.g., rolls, progress reports, etc.) to the course instructor until the final grade report which will indicate that the student has selected the P/F option. The instructor will select the appropriate grade in accordance with the course grading policies he/she promulgated in the course syllabus. All grades of "D-" or higher are considered passing.

NOTE: Because courses taken under the Pass/Fail option do not count toward GPA calculations, students should be aware of the policy on earning Dean's List and Honor Roll distinctions (i.e., students with 12-15 hours calculated in their GPA must earn a 4.0 for Dean's List and at least 3.5 for Honor Roll; for students with more than 15 hours calculated in their GPA the minimum thresholds are 3.7 and 3.2 respectively).

### Examinations and Assessments

Comprehensive final examinations or assessments 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 course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

### Grade Point Average

The student's general academic performance is indicated by both a current term grade point average and a term-by-term grade point average (GPA). The current term and the cumulative GPAs are determined by dividing earned quality points by attempted credit hours. Both values are calculated based only on academic work completed at Gardner-Webb. In addition, there are three total GPAs calculated: total institution GPA, total transfer GPA, and overall GPA. Total institution GPA represents combined academic work at Gardner-Webb as of the last term of attendance. Total transfer GPA represents combined academic work that qualified for transfer from other institutions. Overall GPA represents both academic work completed at Gardner-Webb and work transferred from other institutions.

### Grade Reports

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

### Transcripts of Student Records

Requests for copies of a student's record should be made to Registrar Services via the webpage [www.gardner-webb.edu/transcripts](http://www.gardner-webb.edu/transcripts). All transcripts will reflect the student's complete academic record. No transcripts will be issued without the written authorization of the student. No transcript will be issued for a student who has a financial obligation to the University.

## Graduation Requirements

A minimum of 120 credit hours is required for the baccalaureate degree. All candidates for graduation must take their final 30 hours with Gardner-Webb University. Students transferring from community colleges are required to complete a minimum of 60 credit hours of subsequent study in senior colleges or universities, with at least the final 30 hours with Gardner-Webb. A student must have a minimum grade of 2.0 on each course counted toward the major. Online Undergraduate Degree Completion Program students are required to complete at least one-quarter of the degree program at Gardner-Webb.

### Application for Graduation

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her success coach or faculty advisor, the student is also responsible for filing an application for graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled Commencement.

### **Commencement Participation Policy**

Participation in Commencement exercise is not required. If a student is unable to participate in the Commencement ceremony upon completion of degree requirements, the student must send an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

## **Honors and Awards**

### **Semester Honors**

Two lists of honor students are posted each semester:

1. Dean's List - Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb grade point average, and students taking 15 hours or more must have a 3.7 or better with no grade below "C" (2.0).
2. Honor Roll - Students enrolled for a minimum of 12 hours and fewer than 15 hours must have a 3.5 Gardner-Webb grade point average with no grade below "C" (2.0), and students taking 15 or more hours must have between a 3.2 and 3.7 average with no grade below "C" (2.0).

### **Graduation Honors**

To be considered for baccalaureate honors, a graduating student must complete a minimum of 60 hours at Gardner-Webb University, and his or her GPA for that work taken here must merit honors. Those in the graduating class with a GPA of 3.8 or above will receive honors. Those with a 3.8-3.89 will receive cum laude. Those with a 3.9-3.94 will receive magna cum laude. Those with a 3.95-4.0 will receive summa cum laude.

### **Online Undergraduate Program Academic Award**

At Commencement exercises, the Online Undergraduate Program Academic Award is presented to the Online Program student with the highest academic grade point average. To be considered for the award, a student must complete a minimum of 60 hours at Gardner-Webb. In the case of a tie, the grade point average for all work accepted for transfer to Gardner-Webb is incorporated into the calculation.

## **Academic Policies**

### **Academic Appeals Policy**

#### **General Academic Decision Appeals Procedure**

A student who has a question about an academic decision that does not involve a grade or course substitution should consult the University official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in the following order to the next highest level in the appropriate chain of responsibility: instructor, department chair or dean, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC may be appealed to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing, improper procedure, or a sanction inconsistent with the incident. The Provost's decision is final. The student must initiate all appeals in writing on his or her own behalf no more fourteen (14) business days after the date of the start of the following fall or spring semester.

#### **Denials of Requests for a Course Substitution of a General Education Requirement**

A student who has followed the proper procedure for requesting a course substitution of a general education requirement and is dissatisfied with the decision may appeal in the following order to the next highest level in the appropriate chain of responsibility: to the instructor; to the department chair or dean; and the General Education Committee (GEC). Decisions of the GEC may be appealed to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing or improper procedure. The Provost's decision is final. The student must initiate such appeals in writing on his or her own behalf no more fourteen (14) business days after the start of the following semester (exclusive of summer semesters).

#### **Grade Appeals**

A student who has a question about a grade not involving an Honor Code violation should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may appeal in writing and in the following order to the instructor, department chair or dean, and the Educational Policies and Standards Committee (EPSC). Decisions of the EPSC may be appealed to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing, improper procedure, or a sanction inconsistent with the incident. The Provost's decision is final. The student must initiate such appeals in writing on his or her own behalf no more fourteen (14) business days after the start of the following semester (exclusive of summer semesters). Email notification of approved and processed grade changes will be sent to the student, the instructor, and the advisor.



Academic Appeal Filing Forms and General Education Requirements Substitution Forms may be obtained from the Forms section of WebbConnect. The appeal document must include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. Furthermore, all appeals must be signed and dated and include a thorough justification for the requested resolution. Appeals made on behalf of the student by another party (e.g., faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. The Dean of Student Success will assist students with academic appeals if requested.

## Academic Standing and Retention Standards

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

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

Students will be placed on probation when their Gardner-Webb grade point average falls below these minimum standards.

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

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation. In order to be removed from academic probation, the student's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is at or above the minimum required, probation will be continued for another semester.

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

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

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

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

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

See "Readmission of Former Students (p. 198)" for policies concerning students seeking readmission after leaving Gardner-Webb University while on probation or suspension.

## Academic Renewal Policy

The purpose of the Academic Renewal Policy is to allow students who have done poorly during past enrollment at the University to start anew and have a chance to complete their undergraduate degree at the University. To be eligible for academic renewal, a student must not have been enrolled at Gardner-Webb for the previous four years prior to applying for readmission nor have received academic renewal previously. For students who have attempted more than 60 credit hours of work at Gardner-Webb, only the first 60 hours are eligible for academic renewal. All of the eligible hours must be considered; a student may not choose the hours to which this policy applies. Only Gardner-Webb credit hours are eligible for academic renewal. Coursework at another institution must be treated according to the current transfer credit policies.

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

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

The Gardner-Webb Readmission Committee will consider a student for academic renewal when reviewing an application for readmission. Any student who applies for readmission and is eligible for academic renewal may request consideration for such at that time. In addition, the Readmission Committee may recommend a student applying for readmission for academic renewal. If approved, the student will have the right to turn down academic renewal if it is not desired. All previous records at Gardner-Webb will be considered during the readmission process, including academic and disciplinary actions. If a student is accepted for readmission, nothing in these records should preclude eligibility for academic renewal. Students may not apply for or be considered for academic renewal after they have been readmitted and have enrolled in their first course.

## Attendance Policy

Gardner-Webb University is grounded in the idea of educating its students holistically within the traditions of Christianity and the liberal arts. At the center of both guiding principles of the University is the idea of community and interpersonal relationships. Spiritual, moral/ethical, and intellectual growth are all broadened, enriched, and made more meaningful within a community of individual growth. Therefore, in order to ensure that students interact with others engaged in this search for growth and knowledge, Gardner-Webb University requires that students regularly attend and participate in the class meetings and activities designed to encourage aspects of this growth in each of their courses. This provides that philosophical foundation for the University's Attendance Policy which follows.

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of "@F" in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for classwork. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence. All absences, regardless of reason, apply toward the 25% threshold.

### Absence from Tests and Examinations

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

## Final Examinations/Assessments

Comprehensive final examinations or assessments 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 course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## Comprehensive Articulation Agreement Policy

Gardner-Webb University is a signatory school to the 2015 Independent Comprehensive Articulation Agreement (ICAA) with North Carolina Community Colleges. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 credit hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 credit hours of academic credit upon admission to Gardner-Webb. Students enrolled at a North Carolina community college prior to Fall 2014 are subject to the conditions and protections contained in the ICAA in place at the time of their initial community college enrollment as long as they have remained continuously enrolled.

The Independent Comprehensive Articulation Agreement provides numerous benefits to North Carolina community college graduates as well as students who have not yet completed their associate's degree. Interested applicants are encouraged to speak with a Gardner-Webb University enrollment counselor to find out how the ICAA will affect their course of study.

Guidance for requirements specific to a student's intended major at Gardner-Webb may be found on the University's website.

Participation in the Comprehensive Articulation Agreement does not preclude or negate minimum requirements specified by individual departments at Gardner-Webb University. Every student is also required to earn credit for the upper-division General Education requirements (REL 300 and REL 301). Transfer students can review the departmental requirements under Additional Requirements for Transfer Majors for specific courses required in their major.

## Course Credit Policies

### Advanced Placement

Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior-college-credit-hour minimum (60).

### College-Level Examination Program

Gardner-Webb accepts credit earned through the College-Level Examination Program (CLEP) based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior-college-credit-hour minimum (60).

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

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

The Department of English Language and Literature will grant credit for English 101 (p. 371) (3 hours) to students who make a score of 60 or higher on the English Composition with Essay CLEP test. To earn this credit, students must take only this specific CLEP test, which is offered, administered, and scored by the Educational Testing Service (ETS). Students are responsible for ensuring ETS sends official notification of the English Composition with Essay score to Gardner-Webb's Department of English Language and Literature. CLEP credit is not available for English 102 (p. 371).

General examination guidelines are as follows.

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

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

Subject examination guidelines are the following.

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

A detailed list of AP and CLEP equivalencies is available on the Registrar Services section of the website.

International Baccalaureate Organization (IBO): The University accepts credit for Higher Level courses completed with scores of five or above. A detailed list of IBO equivalencies is available on the Registrar Services website.

### **Armed Service-Related Programs**

Veterans who have successfully completed a course or courses under the Service School Training Program or through the United States Armed Forces Institute may submit these courses for credit consideration. Gardner-Webb recognizes the Joint Services Transcript transfer recommendations of the American Council on Education and may offer college credits for military service equivalencies. Credit may be applied or University requirement satisfied depending on the student's specific academic program requirements.

### **Prior Learning Assessment (PLA)**

Students having documentation of prior learning experiences that align with specific courses may submit that documentation for evaluation and may possibly gain academic credit. The policies and procedures are set in the context of the Kolb model of adult learning and in conformity with standards of the Council for Adult Experiential Learning.

### **Course by Arrangement**

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

Course by Arrangement requires junior, senior, or graduate standing and the approval of the following: the instructor offering the study, the student's major department/school, and the appropriate Associate Provost. A course by arrangement must be scheduled before the end of the schedule modification period of each semester. It will not be used to repeat a course unless the course will not be offered within twelve months from the end date of the course to be repeated. No more than two course by arrangements may be applied toward graduation requirements. No more than one course by arrangement can be taken in any one semester.

### **Credit by Exam**

Credit by exam is an in-depth and comprehensive assessment of the student's ability to answer questions in course content. An acceptable grade on the examination will permit the student to receive credit for the course. To request the opportunity to receive credit by exam, the student must present, in writing, justification for such an examination to the dean of the school or chair of the department in which the course is offered. The dean of the school or chair of the department will appoint a committee to review the request. If the request is approved, the dean or chair will appoint the examining instructor or committee and inform the Student Accounts Office that the student should be charged a per-credit-hour examination fee. If the examination results are acceptable, the examining instructor or committee will report the results, via the Certification of Successful Challenge Examination Form, to the dean of the school or chair of the department. That dean or chair will send a copy of the form to the Registrar, who will credit the student with the appropriate number of hours for the course. No grade will be assigned or averaged into the quality point average.

### **Independent Study**

The term "independent study" is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a written project/paper. Independent study requires junior, senior, or graduate standing and the approval of the following: the instructor offering the study, the student's major department/school, and the appropriate Associate Provost. The student's proposal must be submitted and approved by the end of the semester preceding the study. An independent study will not be used to repeat a course and is restricted to a degree- or licensure-seeking student in a Gardner-Webb University program of study. No more than six hours of credit in independent study may be applied toward graduation requirements. No more than three hours of independent study can be taken in any one semester.

### **Grade Point Average (Minimum) Policies**

The following are minimum GPA requirements.

1. A minimum grade point average of 2.00 on a 4.00 scale based on the University grading system on all work attempted at Gardner-Webb is required for graduation.
2. The student must have a minimum grade of "C" (2.00) on each course counted toward the major. A transfer student must complete at least one-half of the major at Gardner-Webb.
3. The student must also have an overall "C" (2.00) average on all work counted toward any minor. A grade of "D-" (0.67) is a passing grade for courses in the minor.
4. A grade of "D-" (0.67) is a passing grade for General Education courses.

## Institutional Credit Policy

The last academic year (30 credit hours or more) must be taken at Gardner-Webb.

## Repeat Course Policy

A student may repeat up to six courses in which he or she earned a "C-," "D+," "D," "F," "D-," "@F," or "WF" to improve grades for GPA purposes. Beginning with the seventh, all repeat attempts will be counted in the GPA. Multiple repeats of the same course will count toward the six allowed. In the first six courses being repeated, only the higher grade will be counted in computing the Gardner-Webb overall grade point average, although the lower grade remains on the official transcript.

Students may repeat up to two courses in which they earned a grade of "C" or higher in an effort to improve their GPA. In these cases, the higher grade will be utilized for GPA calculations although the lower grade will remain on the transcript. No additional credit hours can be earned in these course repeats. These repeats do count towards the maximum of six course repeats.

Transfer credit may not be used to repeat or replace a grade earned in a Gardner-Webb course.

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

Designations appearing on the transcript at the right end of a line describing a course indicate how that course's quality points were calculated. An "E" designation on the transcript refers to a course excluded from the grade point calculation as the result of a repeat. An "I" designation on the transcript refers to an inclusion in the grade point calculation of a grade as the result of a repeat. An "A" designation refers to a course whose quality points were averaged with those of another course as the result of a repeat in excess of the limits for replacing grades.

## Honor Code Policy

### Policy of Academic Honesty

#### Preamble

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

#### Student Responsibilities

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

#### Faculty Responsibilities

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty members must be willing to investigate suspected instances of academic dishonesty, and, if circumstances warrant, seek sanctions as allowed by this Policy.

4. Faculty members must complete and file an Academic Dishonesty Official Warning Report any time they issue an Official Warning.
5. Faculty members must complete and file an Academic Dishonesty Formal Charge Report when they or University Administration determine that Formal Charges should be brought.
6. Faculty members must seek to be fair in their dealings with students. Students must not receive Official Warnings or be subject to Formal Charges based on suspicion alone.
7. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their professor stating: "I have neither given nor received unauthorized help on this assignment."

**Definition of Academic Dishonesty**

In general, a student has committed an act of academic dishonesty when two circumstances exist: (1) The student could reasonably be expected to know that his/her instructor would disapprove of some aspect or circumstance of the student's academic work; and (2) the student submits work to the instructor for evaluation while hiding or failing to disclose to the instructor that particular aspect or circumstance. To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned.

Furthermore, any student who knowingly gives unauthorized assistance to another student in order to assist that student in commission of an act of academic dishonesty is themselves guilty of academic dishonesty.

On tests and examinations academic dishonesty may occur when a student receives any assistance that the instructor has not expressly permitted. It may take the form of looking on another student's test answers or bringing into the test site any information or materials not expressly permitted by the instructor. Academic dishonesty also occurs when a student knowingly allows another student to look at the first student's test answers.

Plagiarism is a form of academic dishonesty. Plagiarism is the use of someone else's words, ideas, or work, without properly documenting or identifying the source for the instructor. Plagiarism includes the act of rephrasing someone else's words, ideas, or work and failing to identify them as those of someone else. If used, someone else's exact words must be properly punctuated as a quotation and the source fully identified. Also, any ideas or work that have been taken from a source other than the student's own personal knowledge—"book, article, interview, etc."—must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should consult the instructor about any question or uncertainty regarding proper documentation or research information.

An instructor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the instructor has not expressly authorized such assistance, the student must assume that the instructor expects the assignment to be done entirely by the student; to do otherwise would be dishonest.

When class attendance is taken into account in grading academic dishonesty also includes attempting to gain credit without attending or staying for the entire class. A student assisting another student in such actions is also guilty of academic dishonesty.

The examples above are not intended to be a full list of the types of academic dishonesty. The best advice is this: whenever in any doubt, consult the instructor.

### **Academic Dishonesty Procedures**

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. Faculty members must have evidence of academic dishonesty to issue an official warning or file formal charges. Such evidence need not be of the type that would hold up in a court of law. The evidence may consist of direct observation, reports from others, results from electronic plagiarism searches, or such other sources of information that the instructor deems to be reasonably reliable.

The academic dishonesty process begins with a conference in person, by phone, or by video conference attended by the instructor and the student involved. The instructor will explain the specific type of violation suspected, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student. In this conference, the instructor should also conscientiously listen to the student's position as well. The instructor should direct the student to this Policy on Academic Dishonesty so the student may understand their rights hereunder.

If, after two requests, and without a reasonable excuse, the student fails to meet with the instructor, or otherwise fails, without reasonable excuse, to participate in any stage of these procedures, then the instructor may sanction the student for failure to cooperate in an investigation into academic misconduct. Such sanctions include the following:

- Requirement to resubmit assignment or retake a test
- Lower grade on the assignment or test
- Failing grade on the assignment or test

Upon completion of the conference, the instructor may: (a) conclude that no irregularity occurred, in which case the process ends; (b) issue an Academic Dishonesty Official Warning Report ("warning" or "report"); or (c) initiate Formal Charges by filing an Academic Dishonesty Formal Charge Report.

The instructor's right to assign an appropriate grade on any assignment remains in effect.

### **Academic Dishonesty Official Warning Report**



The purpose of the Academic Dishonesty Official Warning Report is to provide the instructor with a more flexible way of addressing instances of academic dishonesty. In essence, the Official Warning creates a way of responding to relatively less severe infractions to complement the existing system for handling more serious infractions (see Formal Charges section below). Faculty should issue a Warning when, in their professional judgment, they deem it academically appropriate; typically this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. A Warning would also be suitable in cases where the instructor determines that the student's actions, while unacceptable, were the result of ignorance rather than a deliberate effort to deceive. A Warning is also acceptable in other cases where faculty members who, in their professional judgment, believe that an act of academic dishonesty occurred, but that Formal Charges would actually be counterproductive under the circumstances.

Faculty intending to give the student an Official Warning must complete the Academic Dishonesty Official Warning Report. The Report should include details of the incident of academic dishonesty as alleged by the instructor (including copies of any documentation available), the student's position and the faculty member's rationale for not filing Formal Charges of academic dishonesty.

In the Official Warning Report the Instructor may propose (not impose) one or more of the following sanction(s)

- Grade reduction on assignment, from \_\_\_ to \_\_\_;
- "0" on assignment;
- Grade reduction for course, from \_\_\_ to \_\_\_;
- Course failure for academic dishonesty;
- Other specified sanction which must not be as severe as course failure

Students may plead "responsible" or "not responsible." If the student pleads "responsible" then the student has admitted the charge of academic dishonesty and accepted the sanction(s) recommended by the instructor. There is no appeal. In such cases the Official Warning Report may be used in future formal proceedings to prove both that the student had previously been warned and that the academic dishonesty alleged by the instructor actually occurred in that past instance.

If the student pleads "not responsible," then the student has denied the charge of academic dishonesty and refused to accept the proposed sanctions. No sanction shall be imposed. While such denials shall not constitute evidence of an act of academic dishonesty in that particular instance, the Warning Report may be used in future formal academic dishonesty proceedings as evidence that the student had previously been warned about certain conduct on the issue of the appropriate sanction.

No Warning, however, shall count as a student's First, Second, or Third Incident should a formal charge be filed at some future date. Because the student need not admit that the conduct alleged in a warning occurred, an Academic Dishonesty Official Warning is never appealable.

The Warning Report should be signed by both faculty member and student. The student's refusal to sign does not invalidate the Report, so long as the student was given the opportunity to sign and refused. The completed Official Warning Report should be filed with the Office of the Provost for Traditional Undergraduate (TUG) students and the Office of the Dean of Adult and Distance Education for Online Degree Completion Program (DCP) students within one week of the faculty member's conference with the student. It will become part of the student's confidential academic file. If the student has pled responsible and faculty member has assigned a grade of "FX", the office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP) will send an additional copy of the Academic Dishonesty Formal Charge Report to Registrar Services.

In cases where a student has already admitted to an earlier incident of academic dishonesty (either in an Official Warning Report or in an Academic Dishonesty Formal Charge Report), or has been found responsible for academic dishonesty based on Formal Charges (First or Second Incident), a Warning alone is not appropriate. In these cases, the Office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP) will contact the instructor issuing the Warning to inform him or her of the student's prior responsible outcome(s). The instructor must then file an Academic Dishonesty Formal Charges Report against the student and the procedures applicable to Formal Charge Reports (below) shall apply.

#### **Academic Dishonesty Formal Charge Report**

Faculty should pursue formal charges when, in their professional judgment, they deem it academically appropriate; typically this will be when a student engages in academic dishonesty on a relatively major assignment, or where the academic dishonesty affects a substantial portion of a larger assignment. Formal charges would also be appropriate in cases where the instructor determines that the student's actions, no matter how minor, constituted a deliberate effort to deceive.

Faculty will follow the procedures for investigation of the incident and the conference with the student (as described above under PROCEDURES FOR HANDLING CASES OF ACADEMIC DISHONESTY FOR UNDERGRADUATE STUDENTS). Faculty intending to pursue formal charges must complete the Academic Dishonesty Formal Charge Report. The Formal Charge Report should include details of the incident (including copies of any documentation available), the student's position and the faculty member's rationale for filing formal charges of academic dishonesty.

Subject to the student's right to appeal (see below) the Instructor may impose one or more of the following sanctions:

- Grade reduction on assignment, from \_\_\_ to \_\_\_;
- "0" on assignment;
- Grade reduction for course, from \_\_\_ to \_\_\_;
- Course failure for academic dishonesty;
- Other specified sanction which must not be as severe as course failure

Students may plead "responsible" or "not responsible." If the student pleads "responsible" then the student has admitted the formal charge of academic dishonesty and accepted the sanction(s) imposed by the instructor. The student has no right of appeal. In such cases the Formal Charge Report may be used in future formal proceedings to prove that the academic dishonesty alleged by the instructor actually occurred in this past instance.

If the student pleads "not responsible," then the student may file a notice of appeal (see below Hearing based on Student Appeal). If, however, the notice or appeal is late or fails to contain all the specified information, then the right of appeal is lost and the Academic Formal Charge Report is final and may not be further appealed. That is, the charges set forth on the Formal Charge Report will be imposed.

The Formal Charge Report should be signed by both faculty member and student. The student's refusal to sign does not invalidate the Report, so long as the student was given the opportunity to sign and refused. The completed Academic Dishonesty Formal Charge Report should be filed with the office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP). The filing should occur within one week of the faculty member's conference with the student. If the student has pled responsible, or fails to submit a valid notice of appeal, and the faculty member

had assigned a grade of “FX”, the office of the Provost (TUG) or the Dean of Adult and Distance Education (DCP) will send an additional copy of the Academic Dishonesty Formal Charge Report to Registrar Services.

The Online Degree Completion Program Academic Honor Court is composed of the following members or their alternate in case of a conflict of interest or unavailability:

**Hearing based on Second or Third Incident**

Absent a student appeal (see below) the student’s plea of responsible and assignment of a penalty by the instructor constitute a final disposition of the Formal Charge unless the Provost (TUG) or the Dean of Adult and Distance Education (DCP) determine that the student has previously plead responsible to a formal charge or has been found responsible of a formal charge (“Second or Third Incident”). In that case, the Office of the Provost (TUG), or the Dean of Adult and Distance Education (DCP) will notify the Chair of the Academic Honor Court, who is the faculty representative to the Court appointed by the Chair of the Faculty for a three-year term. The Chair of the Academic Honor Court will convene a meeting of the Honor Court to determine whether additional sanctions should be imposed.

**Hearing based on Student Appeal of Formal Charge**

The Academic Honor Court will also be convened if:

- a. the student pled “not responsible” in response to a Formal Charge; and
- b. no later than 7 business days after receipt of the completed Formal Charge, the student files a written notice of appeal with the Office of the Provost (TUG), or the Dean of Adult and Distance Education (DCP); and
- c. the written notice (which may be supported with documentation) describes the student’s view of the incident and requested outcome; and
- d. from the face of the notice it appears that the student is pursuing one or more of the allowable grounds for appealing the charge (which are: inadequate or inaccurate evidence, material procedural irregularity, or excessive sanction(s)).

If a-d are satisfied the matter proceeds to hearing.

If a student who pled “not responsible” files a notice of appeal that fails to meet requirements b, c, and d above, then the Honor Court dismisses the appeal without proceeding with a hearing (which is a final decision), or, in the case of extenuating circumstances, the Honor Court may allow the student no more than 7 business days to correct their written notice. If the student then fails to timely fully correct the written notice, the Honor Court shall dismiss the appeal (which is a final decision). If the student timely corrects the notice of appeal, then the matter proceeds to hearing.

**Hearing Procedures**

| <b>DCP Program Member</b>   | <b>Alternate</b>  |
|---|---|
| Faculty Representative (Chair)                                      | Faculty Member appointed by Chair                                   |
| Member of Alpha Sigma Lambda  | Member of Alpha Sigma Lambda appointed by Chair                     |
| Student Representative to Degree Completion Council                 | Member of SGA appointed by SGA                                      |
| Dean, not of college where incident arose, appointed by the Provost | Dean, not of college where incident arose, appointed by the Provost |
| Dean of Adult and Distance Education                                | Dean, not of college where incident arose, appointed by the Provost |

The hearing is informal and the rules applicable to courts of law do not apply. At the hearing, both the student and the faculty member may present evidence regarding the current charges. Students may have one person from within the University community appear on their behalf at the hearing. Members of the Academic Honor Court shall hear and decide the case objectively and based upon the presentation of evidence.

Note that for purposes of both the hearing and appeal a procedural irregularity is grounds for overturning the instructor’s Formal Charge only if it was “material.” This means that the irregularity was in fact the cause of an incorrect outcome. A procedural irregularity that did not negatively impact the outcome is not “material” and is insufficient to overturn the instructor’s Formal Charge.

The Academic Honor Court may either uphold or dismiss the faculty member’s charges. The Honor Court will provide a written decision to the parties involved.

Should the upholding of the faculty member’s charges constitute a Second or Third Incident, the Court shall levy additional sanctions accordingly (see below).

Should it uphold the faculty member’s charges in the absence of a Second or Third Incident, the Court may, in addition to the faculty member’s sanctions, impose one or more of the sanctions set forth below under the heading “First Incident”

Absent a timely appeal, the Honor Court’s decision is final.

**Sanctions Available to Honor Court**

**First Incident**

The sanction for a first incident may range from penalizing the student’s grade on a specific assignment to assigning the student a failing grade for a course. Whenever a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the incident on the student’s transcript.

**Second Incident**

In addition to the Second Incident, the Academic Honor Court should consider the severity of the First Incident. Any student convicted of a Second Incident will receive no less than a failing grade for the course and placement of an FX on their transcript. Students responsible for any Second Incident will also be ineligible for academic honors. When the First and/or Second Incidents have been particularly serious, such as dishonesty on important exams, or major assignments, the Honor Court may suspend or expel the student.

**Third Incident**

Any student found responsible for a Third Incident of any kind will be expelled from the University with the action so noted on the student’s transcript.

**Appeal of Honor Court Decision**

The student or the faculty member may appeal the Honor Court’s decision to the Provost, in writing, within 7 business days of receipt of the decision. The student’s grounds for appeal are additional evidence unavailable at the time of the hearing, inadequate or inaccurate evidence, material procedural irregularity by the faculty member or Honor Court, or excessive sanction(s). A faculty member may appeal an Honor Court decision only on the grounds of material procedural violation by the Honor Court, or inadequate sanction(s). The Provost may meet with one or more of the persons involved, or decide the appeal based on the available written information, in the Provost’s discretion. The Provost’s decision is final.

The results of the Online Degree Completion Program Honor Court proceedings and any appeals will be filed with the Office of the and the Office of the Provost.

**Academic Dishonesty Outcome Reporting**

In accordance with The Family Educational Rights and Privacy Act of 1974 ("FERPA") it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing, and any appeal thereof:

The accused student  
 The accused student's appeal advisor  
 The instructor bringing the charges  
 Members of the Academic Honor Court  
 The accused student's academic advisor  
 Registrar Services  
 Provost and Executive Vice President of the University (TUG)  
 Dean of Adult and Distance Education (DCP)  
 The accused student's academic file

The University reserves the right to notify any other University employee or office with a legitimate academic interest in the outcome.

### **Repeating Courses in which Academic Dishonesty Occurred**

Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average. For more information on the Academic Honesty Policy and Procedures, see the current Online Undergraduate Degree Completion Program Student Handbook.

## **Student Guidelines, Expectations,**

## **and Rights**

Gardner-Webb University is a community of students, faculty, and staff who are dedicated to learning and personal development in a Christian environment. As in any community, certain standards of conduct are necessary to protect the safety, rights, health, and general well-being of all members of the community. The University strives to promote concern for the good of the entire group as opposed to selfish individualism. Each person, whether student, faculty, or staff, voluntarily joins the University community and thus is expected to abide by rules and regulations that have been adopted to ensure reasonable standards of conduct. The Code of Student Conduct describes conduct which the University does not tolerate. By enrolling in the University, each student agrees to abide by University rules, regulations, and expectations. The Board of Trustees has approved minimum penalties for certain of the prohibited behaviors. The University assures fundamental fairness to any student accused of involvement in prohibited behavior. The Online Undergraduate Degree Completion Program Student Handbook describes the Code of Student Conduct and the student conduct process used in the event a student becomes involved in prohibited behavior. The Handbook is available online. Gardner-Webb University supports and is fully committed to the concept of a drug-, tobacco-, and alcohol-free campus community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes these policies and makes them available to each student.

1. Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1. If found responsible, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the Online Undergraduate Degree Completion Program Student Handbook. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.
2. 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.
3. 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.

4. Consistent with North Carolina Statute 14-269.2 banning weapons on campus, it is a violation of Gardner-Webb University policy to possess, store, carry, or use any weapon on the University Campus or at a curricular or extracurricular activity sponsored by the University, except as otherwise specifically provided by law.

## Withdrawal Policies

### Withdrawal, Suspension, and Expulsion Policies

Voluntary termination of enrollment during a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is defined as suspension. Dismissal from school for an expulsion is permanent. The University reserves the right to suspend or expel any student or students when it believes that such action is in the best interest of the institution and/or the student(s). This action will take place only after careful consideration and consultation with the student or students in question and all other parties with information pertinent to the matter at hand.

Any student withdrawing from school before the end of a term (up until the last day of classes) is required to submit the online "Withdrawal Form for Degree Completion Program Students" in WebbConnect under the Registration link.

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

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

Any withdrawal will require reactivation. See Readmission of Former Students.

### Removal from Class

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student's conduct is distracting or disruptive to the educational environment in the classroom or online environment, the instructor may request the disruptive student to leave the class or online environment immediately. Such students may not return to the classroom or online environment until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The professor should inform the Dean of Adult and Distance Education as soon as possible. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Student Conduct, the student's final grade will follow the grading period for a "W" or a "WP/WF," depending on the date of dismissal.

In the event a student refuses to remove him/herself upon request, the instructor should contact University Police immediately, or in the case of an offsite facility, local law enforcement to remove the disruptive student from the classroom. The instructor must report the incident promptly to the Dean of Adult and Distance Education for possible disciplinary action.

### Medical Withdrawal Policy

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A request for a medical withdrawal must be submitted prior to the beginning of final exams for the semester in which the medical withdrawal is desired. A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student's medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date on which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook, and accreditation requirements at the time of the student's return will apply.

Any appeal for a retroactive medical withdrawal must be initiated by the end of the next Fall or Spring semester. Documentation for these appeals includes the same materials required for other medical withdrawal requests but must also include an explanation as to why the medical withdrawal request could not have been made by the normal deadline (i.e., by the beginning of final exams for the semester in which the medical withdrawal is desired).

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the University. This documentation should follow the same format as above.

### **Military Deployment Policy**

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester, regardless of the student's current grade in the course(s). If a student is deployed toward the end of a semester, but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting an "Incomplete." The Student Accounts Office will give special consideration to student bills when there is a military-deployment-related withdrawal. A copy of the student's military deployment orders is required.

### **Leave of Absence Policy**

The Leave of Absence Policy is designed for students who have had significant life circumstances impact their ability to maintain good academic standing and who may need to take a break from their current academic coursework (e.g., illness of family member, personal illness, significant financial distress, or life-changing circumstances).

Online students who will not be registered for Gardner-Webb University academic credit during a given semester (Fall/Spring) may apply for a leave of absence. A leave of absence is approved when there are extenuating circumstances that prevent the student from attending classes. Listed below are typical reasons a student would request a leave of absence.

1. Students who have officially withdrawn from semester courses but plan to resume their education at Gardner-Webb University within two years.
2. Students who obtain credit while on a leave from another institution in conjunction with a Gardner-Webb University program (transfer credit will be reviewed by the appropriate Gardner-Webb University personnel for possible credit).
3. Students who, for other reasons, will not be registered at Gardner-Webb University for a semester or more. Institutional forms of financial aid will be renewed at the same level upon return provided students meet the standard renewal requirements (GPA, application renewals, etc.).

Federal and state financial aid will be determined as a result of the completion of the Free Application for Federal Student Aid.

Students must be otherwise in good academic, student conduct, and financial standing. All program admission requirements, programmatic and degree requirements, departmental student handbook, and accreditation requirements, at the time of student's return, will apply. Policy may be appealed under certain circumstances.

Upon formal approval of the leave, a specific termination date by which a student must either re-enroll or request an extension is assigned. An extension of the approved leave of absence can be applied for by emailing the Dean of Adult and Distance Education, Dr. Elizabeth Pack ([epack@gardner-webb.edu](mailto:epack@gardner-webb.edu)), with a request for the amount of additional time needed. A leave of absence, including extensions, is not given for more than two years during the time a student is pursuing an undergraduate degree. A student who does not re-enroll by the end of the approved leave of absence is considered to have voluntarily withdrawn from the University. The maximum of two years allowed on leave of absence applies even when those semesters are not consecutive.

Forms requesting a leave of absence are available in WebbConnect under Registration; the student must then obtain the signatures of the Student Accounts Office, the Success Coach/Advisor, and the Dean of Adult and Distance Education.

### **Readmission of Former Students**

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission. Students who have been out more than 24 months must meet the curricular requirements of the current Catalog in the academic year of their return.



Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

Students who leave Gardner-Webb University while on probation may request an evaluation of courses taken at other institutions after returning to good academic standing. Approval must be granted by the applicable Associate Provost. A request may not be made for summer courses taken immediately after being placed on probation at the end of spring semester.

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

Students on suspension or probation may attend summer study at Gardner-Webb University in order to improve academic standing.

All University holds must be cleared before acceptance for readmission. These may include academic, Student Accounts, or financial aid holds. The student will receive an acceptance letter for readmission.

### **Deceased Student Policy**

Gardner-Webb University will process a Complete Withdrawal Form upon the death of a student who is currently enrolled. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester.

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

## **Transfer Credit Policies**

According to the terms of the North Carolina Independent Comprehensive Articulation Agreement (ICAA), students who have earned an Associate in Arts or an Associate in Science degree from a North Carolina Community College are considered to have met Gardner-Webb's General Education requirements with the exception of upper-division General Education requirements of REL 300: Old Testament and REL 301: New Testament. Credit for REL 300 and/or 301 may be transferred as part of these students' community college coursework. Associate of Applied Science degree holders are not eligible for consideration under this provision.

Any student applying to Gardner-Webb who has not earned an Associate in Arts or an Associate in Sciences from a North Carolina community college, but who has earned 60 hours of credit from a regionally accredited two- or four-year institution will have their transfer credits evaluated against the 44-hour minimum standard of General Education hours as established in the ICAA (visit the Gardner-Webb University website to view these General Education requirements). Students who are within six hours of meeting this standard may complete this six-hour deficiency in their first year of study at Gardner-Webb.

Some, though not most, major programs have specific Gardner-Webb General Education courses as requirements or prerequisites, a practice permitted under the ICAA. All transfer students are required to meet these Additional Requirements for Transfer Majors either by acceptable transfer credit or by earning credit for these courses at Gardner-Webb. These Additional Requirements for Transfer Majors area listed in the Catalog description of each individual major program's specific course requirements.

Students transferring credit from an accredited institution who have not received an associate's degree will have their credits evaluated using the following criteria.

1. Courses which correspond to a Gardner-Webb University General Education course or to a Universal General Education Transfer Component designated course under the North Carolina ICAA will receive appropriate credit for the course within the General Education curriculum.
2. Courses which are not eligible for consideration within the General Education curriculum will be evaluated for application to the student's major, minor, or as an elective course if the course is substantially similar to courses offered at Gardner-Webb.

Credits presented for transfer from a non-regionally accredited institution will be evaluated on a case-by-case basis and may require supplementary documentation for consideration. Supplementary documentation will usually consist of a copy of the syllabus, credentials of the instructor, and possibly evidence of student work.

### **Transfer Credit from Two-Year Colleges**

Students transferring from accredited two-year colleges may transfer up to 60 credit hours. An additional 60 credit hours must be taken on the senior-college level, with the final 30 credit hours for graduation taken at Gardner-Webb.

Community college graduates with an Associate in Arts or Associate in Science degree from a North Carolina Community College should see the Comprehensive Articulation Agreement section (p. 186) of this Catalog.

Transfer credit for courses taken in an Associate of Applied Science program in an academic area offered in the Gardner-Webb University Academic Catalog will be applied based on standard course equivalencies.

### **Transfer Credit from Four-Year Colleges**

Students transferring from accredited four-year colleges may transfer up to 90 credit hours. For a bachelor's degree, the final 30 credit hours for graduation must be taken at Gardner-Webb. Candidates for the associate degree must take their final 24 hours at Gardner-Webb.

### **Transfer Students Minimum Hours Policy**

Students who transfer into the Online Undergraduate Degree Completion Program must complete at least one-quarter of the degree program at Gardner-Webb.

### **Transfer Credit Appeals**

Appeals of the evaluation of transfer credits for specific University course equivalencies or of whether transfer credits fulfill specific major or minor requirements are made by the student, in consultation with his/her advisor, to the University department/school that houses the specific course, major, or minor. In consultation with Registrar Services, the department chair or school dean makes the final decision on course equivalencies and on what meets the program's major and minor requirements. The decision of the chair/dean cannot be further appealed.

Students requesting to substitute transfer credits which have not been evaluated as equivalent to a specific University course that is designated as meeting a General Education requirement must appeal to the General Education Committee if they wish to have that transfer credit considered as meeting any General Education requirement. General Education Requirement Substitution Forms are available in WebbConnect. All decisions of the General Education Committee are final and cannot be further appealed.

### **Transfer Credit Appeal for Non-Regionally Accredited Institutions**

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

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

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

These credentials will be reviewed by the Dean of Adult and Distance Education for authenticity and credibility. Once the credentials are approved, the Dean's Office will contact Registrar Services to permit review of the course syllabi for possible transfer of courses.

*Note: Courses completed multiple times at prior institutions will only be counted once toward completion of a Gardner-Webb University degree.*

## Transient Credit Policy

Transient credit is credit taken from another institution while a student is currently enrolled at Gardner-Webb (including summers). Students who wish to ensure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. The online form is located in WebbConnect under the Registration link. This form must be submitted to Registrar Services no later than the last class day of the semester prior to the requested semester of study.

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

The following restrictions apply to the approval of transient credit. Transient credit will not be accepted for

1. Students not in good academic standing (i.e., students on probation or suspension).
2. Students who attend institutions other than regionally accredited colleges or universities.
3. Students wishing to repeat a course in which a grade of "C-" or lower was made at Gardner-Webb. Once a course has been taken at Gardner-Webb, a student may not receive transfer credit to replace the course.
4. Students majoring in Biology and/or Chemistry taking a science course with an online lab.
5. Students taking a natural science course that has a two-course sequence where the first course has an online lab.

Gardner-Webb students are expected to complete the final semesters of their programs exclusively through GWU. Therefore, students enrolled in BS or BA degree programs who have earned 90 hours of credit or more are allowed to attempt to earn transient credit only in extraordinary circumstances. These circumstances must involve scheduling situations clearly beyond the student's control (e.g., a course is only offered at the same time as another required course or the course will not be offered before a student's anticipated graduation date). Requests involving General Education courses, which are offered regularly in multiple sections, will only be granted in exceedingly rare instances where the student can demonstrate that taking these courses earlier was not feasible and cannot be scheduled during their remaining semesters at Gardner-Webb. Students with credits beyond the aforementioned thresholds who desire to earn transient credit must submit a "Request to Waive Transient Credit Limit" form, which requires the student to demonstrate clearly the extraordinary circumstances behind their waiver request. This form must be submitted to Registrar Services at least two weeks before the last class day of the semester prior to the requested semester of study. The form can be found in WebbConnect under the Registration link.

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

## TUG/DCP Status Change Policy

Students who desire an immediate transfer into the Traditional Undergraduate Program and who are in good academic standing may appeal to the Readmission Review Committee. Special consideration will be given to students who wish to pursue a major not offered in the Online Undergraduate Program, as well as those who have relocated to the area and desire to pursue a residential program at Gardner-Webb University. Appeals will not be considered for students in the final 30 hours of their current program except in extreme circumstances. Students considering an appeal should contact the Advising Center for more information. Residential housing is not available to students in the Online Undergraduate Program (with the exception of the Hunt School of Nursing's RN to BSN program).

## Student Responsibility Policy

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including academic policies and the requirements for graduation. The student is responsible for making official application for graduation to the Registrar by the deadlines published on the Registrar Services website. The student cannot transfer these responsibilities to his/her success coach or faculty advisor.

## Academic Support Services and Programs

### Academic Advising

At Gardner-Webb University, academic advising is a shared responsibility of the student, success coach, and faculty.

Students entering Gardner-Webb University are assigned a personal success coach (with the exception of Nursing and Education) from the Digital Learning Enrollment Division who assists them with academic advising and registration from their first semester through graduation. Upon demonstration of academic success, Nursing and Education students transition to a faculty advisor who mentors students in their major career field and assists students in the registration process. The faculty advisor and success coach work closely with students to successfully clarify and attain their personal, professional, and academic goals. Success coaches also provide direct assistance and serve as a bridge or ombudsperson between students and faculty advisors (Nursing and Education), Registrar Services, Student Accounts Office, Financial Planning, academic support services, and other University resources in order to help students enroll successfully and persist to graduation.

## New Student Orientation

Orientation provides an opportunity to learn about student resources and services that support and prepare students for the transition into the Online Undergraduate Program. Upon registration, new students are provided access to a self-paced orientation, an Online Readiness Assessment, and resources to prepare for their first term of study. Students attend a web-conference orientation prior to the beginning of their first term.

## Noel Center for Disability Resources

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services Form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined, the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training, and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

## Peer Tutoring

Peer Tutoring is an academic support service connected to Gardner-Webb University's Undergraduate Student Success Center. Through our course-specific tutoring services, we hope to contribute to the tutors' and tutees' personal development and academic success. While Peer Tutoring is not equipped to offer tutoring assistance for all Gardner-Webb courses, we strive to provide tutoring assistance for highly-requested courses found within Gardner-Webb University's curriculum.

Peer Tutoring provides online students with two reliable and flexible tutoring options to support distance students' academic needs. Online students can schedule a one-on-one tutoring appointment for select courses. All one-on-one tutoring appointments are scheduled via WebbConnect and take place in the Tucker Student Center Room 336 (main Gardner-Webb campus). If a student is unable to attend a scheduled one-on-one tutoring appointment, or if one-on-one tutoring is not offered for the requested course, the student can access an online tutor via Smarthinking® (a higher education online tutoring company). Online students have access to Smarthinking tutoring each semester and can access Smarthinking via Blackboard or WebbConnect.

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

## University Writing Center

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

## Dover Memorial Library

### Dover Memorial Library

<http://www.gardner-webb.edu/library/>  
800-253-8330 (Toll Free)  
704-406-4295 (Circulation)

Gardner-Webb's main library is located on the Boiling Springs, NC, campus. Online faculty and students are encouraged to visit the Dover Memorial Library, use the library website, and contact Library staff by phone, email, or chat, as needed. Online faculty and students may use a variety of resources and research materials through the Dover Library website. These resources include the following.

**Online Catalog:** Provides access to our book collection (print and electronic)

**Online Databases:** Includes scholarly articles, eBooks, and streaming videos available in a wide variety of subject areas

**Interlibrary Loan and Requesting Books:** A process that allows students to check out books from the main collection in the library by having them mailed to a home address and to borrow books from other libraries

**Tutorials and Guides:** Research aids created by the library to help guide students with their research

Online faculty are entitled to the same privileges and services as main campus faculty. A Gardner-Webb University ID card is required in order to check out library materials.

Faculty may contact the library to set up library instruction sessions for classes either at their distance learning site or at the Dover Library.

#### Important Contacts

Natalie Edwards Bishop, Associate Dean and University Archivist

704-406-3274, [nebishop@gardner-webb.edu](mailto:nebishop@gardner-webb.edu)

Pam Dennis, Dean of the Library

704-406-4298, [pdennis@gardner-webb.edu](mailto:pdennis@gardner-webb.edu)

Kevin Bridges, Interlibrary Loan Coordinator

704-406-3050, [kbridges@gardner-webb.edu](mailto:kbridges@gardner-webb.edu)

Steve Harrington, Circulation Manager

704-406-2183, [sharrington@gardner-webb.edu](mailto:sharrington@gardner-webb.edu)

## Christian Life and Service

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

For additional information please refer to the Online Undergraduate Degree Completion Program Student Handbook.

## Online Undergraduate Program Admissions

The requirements for student admission to the Online Undergraduate Program include:

1. Completion of an admission application;
2. Submission of official transcripts from all colleges, universities, and any prior training institutions previously attended; and
3. Submission of official transcripts from any institution attended during the interim if applying for readmission as a former student.

Applicants must have earned at least 24 hours of college credit; those with 48 or more transferable hours may be admitted without additional review. Applicants with fewer than 48 transferable hours will work with their assigned success coach in collaboration with the academic program leadership of the applicant's chosen major program of study to produce a written curriculum plan establishing a clear path to graduation. Program-specific requirements for Birth to Kindergarten Education, Elementary Education, and RN to BSN are described in the applicable sections.

An applicant whose file is in the final stages of completion may be permitted to enroll in a first semester of study on the condition that the file be completed prior to registration for a second semester. Students who fail to complete their file by the end of the first semester of study may reapply for admission to the program once it is complete.

Due to the confidential nature of some items required for admission, the University reserves the right to reject any applicant without stating a reason.

Students may enter at the beginning of any semester or minimester. While there is no application deadline, typically two weeks are needed to complete the admissions process.

### Non-Degree-Seeking Students

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

### International Students

In addition to the standard admissions/application procedures, international applicants must complete the steps listed below in order to be considered for admission to Gardner-Webb University.

1. Proof of English proficiency in reading and writing must be provided. Test results from the following are accepted.
  - a. Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), 173 (computer-based), or 61 (internet-based)
  - b. International English Language Test System (IELTS) with a minimum score of 5.0
  - c. SAT or ACT scores may be used in lieu of TOEFL or IELTS with minimum scores met
2. Transcripts of college credit received from institutions outside the United States must first be submitted to World Education Services, Inc., (WES) or an approved similar evaluation service for a course-by-course evaluation before being submitted. Please email [dcp@gardner-webb.edu](mailto:dcp@gardner-webb.edu) for a complete list of evaluators. This must be done prior to enrollment at Gardner-Webb.

In addition to the items listed above, international applicants planning to study in the United States must submit the following documentation.

1. Passport: A copy of a current passport is required as part of the admissions material.
2. Visa Status: A copy of any current U.S. visa must be provided.
3. Documents to Show Financial Responsibility: A copy of the most recent bank statement showing sufficient balance to cover financial support for first year of school is required. This can be the bank account of the prospective student, a family member, or other.
4. International Student Information Form: Please submit this completed form with other admissions materials in order for the University to issue a Form I-20. The Form I-20 is necessary for an international applicant to apply for a student visa at the appropriate U.S. embassy or consulate.
5. International Students Transferring from Another U.S. Institution: Please submit the International Student Transfer Form, in addition to the International Student Information Form. Also, please submit copies of your current Form I-94, current Form I-20, and current student travel visa.

The visa status of students residing in the United States during the time of study will determine the availability of online and distance study. All students studying in the United States must follow the U.S. Department of Homeland Security regulations regarding online and distance courses. International students residing outside the United States are eligible for admission to fully online programs.

Additional information and international student forms may be obtained by emailing [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu).

## Second Baccalaureate Degree

A student who completes requirements for more than one major graduates from the University with only one baccalaureate degree. The diploma will show "Bachelor of Arts" or "Bachelor of Science" depending upon the area of the primary major. Students who return for further study at the baccalaureate level may add additional courses to their transcript or receive recognition for an additional major.

Normally, a student who wishes to pursue further study after receiving a baccalaureate degree will do so at the master's or doctoral level. As an exception to this rule, a student may wish to pursue a second baccalaureate degree in a different field in order to qualify for a particular certificate or license for which the bachelor's degree is the gateway credential. Students with a prior baccalaureate degree, whether from Gardner-Webb or another institution, may apply to the Accelerated Bachelor of Science in Nursing (ABSN) program and, upon acceptance and successful completion, receive a second baccalaureate degree. Applications for admission into other baccalaureate programs by degree-seeking students who already hold a bachelor's degree will require the approval of the Vice President for Enrollment Management and the Educational Policies and Standards Committee.

## Financial Information

### Financial Aid

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

Gardner-Webb University admits students of any race, color, nationality, 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, or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, or other school-administered programs.

### A. Federal

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

1. PELL GRANTS: Grants available to students who have an exceptional need as indicated by their expected family contribution (EFC), which is determined from the results of the FAFSA. These grants range from \$600 to \$5,920 per year. Awards are prorated for students who are taking less than the full-time requirement of 12 hours per semester.

2. **FEDERAL DIRECT STAFFORD LOANS:** Federal loans are available to students who are enrolled at least half-time (six hours or more). The maximum amount a student can borrow is \$12,500 per year provided they have earned at least 60 hours. Repayment begins six months after a student drops below half-time status, withdraws, or graduates. The maximum repayment term is ten years.

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

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

## B. In-State

A list of state programs for eligible North Carolina residents (funding contingent upon state appropriations) is as follows.

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

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved education programs.

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

## Expenses

### Tuition for the 2021-2022 Academic Year

The Online Undergraduate Degree Completion Program for the 2021-22 academic year is \$399 per credit hour, with the exception of the Accelerated Bachelor of Science in Nursing program which carries a \$696 charge per credit hour. Tuition increases are usually implemented during the Summer term; however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Students enrolled in the Online Program will be charged the specified tuition rate per credit hour regardless of the number of hours taken during the semester. Although some courses may be designated as both Online Program and Traditional Undergraduate Program courses, Online Program students will be charged the Online Program tuition rate.

Students are expected to review their Student Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

Most students are eligible to receive some form of federal or state financial assistance to offset tuition.

### Common Miscellaneous Fees

|  |          |
|--|----------|
| Audit (per course)                                   | \$225.00 |
| Auto Registration (annual)                           | \$50.00  |
| Credit by Exam (per credit hour)                     | \$150.00 |
| Graduation Fee                                       | \$150.00 |
| Late Graduation Fee                                  | \$50.00  |
| Non-Sufficient Funds/Returned Check                  | \$25.00  |
| Prior Learning Assessment Transcription (per course) | \$100.00 |
| Digital Learning Fee (per semester)                  | \$75.00  |
| Replacement Student ID Card                          | \$10.00  |
| Textbooks (estimated per semester)                   | \$750.00 |
| Transcript Fee                                       | \$15.00  |
| Transient Credit (per course)                        | \$145.00 |
| Tuition Late Payment Fee                             | \$60.00  |
| Tuition Non-Payment Fee                              | \$110.00 |

The above fees are typical with enrollment in the Online Program. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

### Miscellaneous Academic Fees

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

### Book Expenses

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

## Schedule of Payment

### Deferred Payment Plan

Tuition, fees, and book charges are payable in full by the last day of the month in which classes begin; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the Summer term or four payments during the Fall and Spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their Student Bill. The Student Bill may be accessed through the WebbConnect portal using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

### Employer Paid Tuition

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

### Veterans Benefits

An individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill, benefits is permitted to attend or participate in a course of study during the period beginning on the date the individual provides to the educational institution a VA certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the following date, whichever comes first.

1. The date on which payment from VA is made to the institution.
2. Ninety days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Gardner-Webb University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities due to a delay in VA funding disbursement under Chapter 31 or 33. Likewise, a student is not required to borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

### Charge Reduction Policy

Registration in the University is considered a contract binding the student for charges for the entire semester, and the student remains responsible for tuition and fees for any course(s) from which the student has withdrawn. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Complete Withdrawal Form should be completed electronically and may be accessed through WebbConnect. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the schedule modification period will not receive a charge reduction.

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

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

### Delinquent Student Accounts

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



## Department of Public Service

Chair: B. Cox

Criminal Justice Coordinator: H. Craig

Human Services Coordinator: E. Cook

### Faculty

Associate Professor: B. Cox

Assistant Professors: E. Cook, S. Gambill

Instructor: H. Craig

### Mission Statement

The mission of the Department of Public Service is to give students a broad overview of the fields of Criminal Justice, Human Services, or Fire Service Administration within the foundation of a Christian, liberal arts institution.

### Major Fields of Study

Criminal Justice

Fire Service Administration

Human Services

### Minor Fields of Study

Criminal Justice

Fire Service Administration

Human Services

## Criminal Justice, Bachelor of Science

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 30          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 30          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |             |
| NONE                                     |             |

Students who major in Criminal Justice will receive the Bachelor of Science degree. This degree provides students with courses that support a liberal arts, interdisciplinary education that instills critical thinking, writing skills, social interaction, personal reflection, compassion, and empathy for solving domestic, legal, and social problems. Graduates go on to obtain higher administrative positions in law enforcement agencies and correctional institutions on the local, state, and federal levels. The major is designed to produce graduates who have a passion for service and learning in the context of a Christian Environment. The curriculum is broad-based and covers studies from the philosophy to the social implications of the criminal justice system. The Criminal Justice Major course requirements and supportive elective courses are offered online only. A student must complete at least 15 of hours of the Criminal Justice major through Gardner-Webb University's courses.

### Student Learning Outcomes

Graduates of the Criminal Justice program will:

1. Describe and demonstrate a depth of content knowledge in the major discipline.
2. Explain and demonstrate effective research skills relevant to the major discipline.
3. Identify and analyze significant issues in the major discipline.
4. Demonstrate effective writing and oral communication skills.

### Program Requirements (30 hours)

#### Required Major Hours (15 hours)

|         |  |   |
|---------|--|---|
| CJC 410 | Philosophy of Criminal Justice                   | 3 |
| CJC 420 | Administrative Decision-Making for Public Safety | 3 |
| CJC 430 | Public Safety Theory and Research                | 3 |
| CJC 440 | Trends in Criminal Justice                       | 3 |
| CJC 450 | International Issues in Public Safety            | 3 |

#### Electives (15 hours)

Choose five of the following.

|                 |  |   |
|-----------------|--|---|
| CJC 320         | Ethics in Criminal Justice                     | 3 |
| CJC 360         | Criminal Investigation                         | 3 |
| CJC 400         | Special Topics in Public Safety                | 3 |
| CJC 425         | American Corrections                           | 3 |
| CJC 426         | Civil Liability for Public Service Officials   | 3 |
| CJC 448/HUS 448 | Substance Use and Abuse                        | 3 |
| CJC 460         | Cybercrime                                     | 3 |
| CJC 470         | Homeland Security, Terrorism, and Intelligence | 3 |
| CJC 475         | Organized Crime                                | 3 |
| CJC 495         | Independent Study                              | 3 |
| CJC 496         | Independent Study                              | 3 |
| CJC 497         | Public Safety Internship                       | 3 |
| CJC 498         | Public Safety Internship                       | 3 |
| BAD 300         | Legal Environment of Business                  | 3 |
| HEA 401         | Drug and Alcohol Education                     | 3 |
| HUS 411         | Applied Psychopathology                        | 3 |
| MGT 400         | Human Resource Management                      | 3 |
| MGT 403         | Human Behavior in Organizations                | 3 |
| MGT 450         | Leadership                                     | 3 |
| SOC 415         | Juvenile Delinquency                           | 3 |

*HUS 411 requires a prerequisite of HUS 201.*

Total Credit Hours: 30

## Human Services, Bachelor of Science

|  |          |
|--|----------|
| REQUIRED MAJOR HOURS                     | 39       |
| REQUIRED MINOR HOURS                     | <u>0</u> |
| TOTAL PROGRAM HOURS                      | 39       |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |          |
| NONE                                     |          |

*Hours may vary depending on transfer credit awarded.*

The Bachelor of Science with a major in Human Services is designed to give students a solid foundation in the principles, theories, and skills needed to provide services as a human services practitioner and helping professional. By the end of the program, students will have the ability to relate to consumers on multiple levels. The curriculum consists of courses and experiences so that a graduate will have the knowledge and skill to perform entry-level work in public, not-for-profit, and private settings. A minimum number of 21 hours must be completed at Gardner-Webb University within the program through the prerequisite/co-requisite course, foundation courses, and concentration options.

HUS 201 General Psychology is a program prerequisite and must be completed with a “C” or better to satisfy the requirement for the major. Although HUS 201 is a program prerequisite, it may be completed concurrently with course work offered in the curriculum. Concurrent enrollment in HUS 201 must be completed within the first academic year of enrollment with a “C” or better and may extend the time required to complete the degree program.

### Human Services Value Pillars

The Human Services program is built on the fundamental principles of:

- The holistic development of the helping professional;
- Empathy, respect, and advocacy for client welfare;
- Care and concern for the community and society at large.

### Student Learning Outcomes

Graduates of the Human Services program will:

1. Assess the contexts of relationships, issues, and trends in a multicultural society;
2. Identify theories and models to provide direct service delivery for clients;
3. Demonstrate awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations; and
4. Utilize knowledge of Human Services values that are consistent with professional ethics and application to practice.

## Human Services - Board Certified Practitioner

The Center for Credentialing Education (CCE) with assistance from the National Organization for Human Services created the Human Services-Board Certified Practitioner (HS-BCP) credential in 2008. Students who obtain a BS degree in Human Services are eligible to apply to sit for the Human Services Practitioner Examination.

### Program Requirements

The Human Services major has a combination of 30 hours of required foundational coursework, including the prerequisite/co-requisite course HUS 201. Students may choose nine hours total of support elective coursework by concentrating in a specific content area. Students may substitute one elective option in the concentration for an HUS internship experience.

### Concentration Options

- Family Dynamics
- Generalist
- Nonprofit Leadership
- Pre-Counseling
- Substance Use and Abuse

### Required Major Hours (30 hours)

|         |   |   |
|---------|---|---|
| HUS 201 | General Psychology  | 3 |
| HUS 206 | Human Growth and Development                              | 3 |
| HUS 300 | Ethical Issues in Helping Professions                     | 3 |
| HUS 302 | Group Dynamics  | 3 |
| HUS 304 | The Human Service Profession                              | 3 |
| HUS 311 | Diversity and Multicultural Foundations in Human Services | 3 |
| HUS 404 | Case Management and Assessment                            | 3 |
| HUS 411 | Applied Psychopathology                                   | 3 |
| HUS 426 | Crisis, Trauma, and Intervention Strategy                 | 3 |
| HUS 499 | Applications in the Human Service Profession              | 3 |

### Concentrations (9 hours)

Human Services majors must select one of the following concentrations to complete their program of study. Each concentration consists of three courses (9 hours); the Generalist Concentration provides students with latitude for choice.

### Family Dynamics Concentration

|         |                                |   |
|---------|--------------------------------|---|
| HUS 399 | Community Resource Development | 3 |
| HUS 412 | Psychology of Aging            | 3 |
| HUS 440 | Family Dynamics                | 3 |

**Nonprofit Leadership Concentration**

Total Credit Hours: 39

|         |                                       |   |
|---------|---------------------------------------|---|
| HUS 399 | Community Resource Development        | 3 |
| HUS 413 | Understanding Nonprofit Organizations | 3 |
| HUS 416 | Leadership in the Helping Profession  | 3 |

**Pre-Counseling Concentration**

|         |                                   |   |
|---------|-----------------------------------|---|
| HUS 320 | Introduction to Clinical Practice | 3 |
| HUS 402 | Introduction to Counseling        | 3 |
| HUS 406 | Psychology of Personality         | 3 |

**Substance Use and Abuse Concentration**

|                 |                                |   |
|-----------------|--------------------------------|---|
| HUS 399         | Community Resource Development | 3 |
| HUS 406         | Psychology of Personality      | 3 |
| HUS 448/CJC 448 | Substance Use and Abuse        | 3 |

**Generalist Concentration**

Choose three of the following.

|                 |  |   |
|-----------------|--|---|
| HUS 320         | Introduction to Clinical Practice                  | 3 |
| HUS 374         | Psychology of Religion                             | 3 |
| HUS 399         | Community Resource Development                     | 3 |
| HUS 402         | Introduction to Counseling                         | 3 |
| HUS 406         | Psychology of Personality                          | 3 |
| HUS 412         | Psychology of Aging                                | 3 |
| HUS 413         | Understanding Nonprofit Organizations              | 3 |
| HUS 416         | Leadership in the Helping Profession               | 3 |
| HUS 440         | Family Dynamics                                    | 3 |
| HUS 448/CJC 448 | Substance Use and Abuse                            | 3 |
| HUS 495         | Human Services Internship in Non-Clinical Settings | 3 |
| HUS 497         | Internship I                                       | 3 |
| HUS 498         | Internship II                                      | 3 |

**Fire Service Administration, Bachelor of Science**

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 33          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 33          |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE        |

*NOTE: The Gardner-Webb University Fire Service Administration, Bachelor of Science program is closing. Students are no longer being admitted to the University for this program.*

**Mission Statement**

The Fire Service Administration major establishes a 21st century liberal arts Bachelor of Science Degree that serves prospective students from North Carolina, nearby states, and those beyond because of the fully online delivery method. This major is designed to align with the National Fire Academy FESHE curriculum model of Higher Education standards in the United States. Graduates of this program will be knowledgeable and aware of the challenging role of a fire officer in today's society. In addition to being prepared academically, graduates will be prepared to respond to social, political, legal, and homeland security issues with a solid foundation provided through their liberal arts education at Gardner-Webb University.

**Student Learning Outcomes**

Graduates of the Fire Service Administration program will:

1. Evaluate significant fire service administration issues facing society and demonstrate a professional competency which includes understanding major issues in their social, political, and historical context in America and various world cultures both past and present.
2. Demonstrate competence in understanding how the issues of ethics, race, diversity, and poverty impact the areas of fire service administration.
3. Demonstrate the organizational behavior skills in intellectual, social, and political areas needed to function effectively in the 21st century fire services profession.
4. Explain and employ a depth of subject content of fire service practices which will establish a strong foundation to support immediate entry into the profession.
5. Demonstrate effective research skills, which include quantitative and qualitative data gathering and analysis, relative to the fire service profession.

6. Demonstrate the ability to identify, analyze evidence, and present issues to fire service investigators, practitioners, and judicial officials.
7. Incorporate professional values within ethical and legal guidelines of fire services administration, and explain the importance of personal responsibility and accountability for professional, fire service practices and ethical decision-making.

Graduates of this program will have the desire to give back to their communities by serving in the fire service profession through learning in the context of a Christian environment. While completing this major, students will develop knowledge in ethical and administrative decision-making, fire service administrative areas, homeland security, terrorism, intelligence, international issues in public safety, and first responder areas. Graduates will be well prepared to face the challenges of 21st century domestic and global public safety and fire administration issues in specialized careers in local, state, federal, and private protective systems.

## Program Requirements

### Major Course Requirements

Students may choose any of the following courses for 33 hours in the major and must complete a minimum of 15 hours of these courses through Gardner-Webb University.

|                 |   |   |
|-----------------|---|---|
| FSA 310         | Fire Service Administration                                   | 3 |
| FSA 345         | Fire Service Ethics   | 3 |
| FSA 350         | Fire Prevention Organization and Management                   | 3 |
| FSA 375         | Fire Service Leadership                                       | 3 |
| FSA 400         | Political and Legal Foundation in Fire Service Administration | 3 |
| FSA 415         | Managerial Issues in Hazardous Materials                      | 3 |
| FSA 420/CJC 420 | Administrative Decision-Making for Public Safety              | 3 |
| FSA 425         | Public Safety Theory and Research                             | 3 |
| FSA 440         | Fire Arson and Explosives Investigation                       | 3 |
| FSA 450/CJC 450 | International Issues in Public Safety                         | 3 |
| FSA 455         | Managing Safety and Survival Programs for the Fire Service    | 3 |
| FSA 470/CJC 470 | Homeland Security, Terrorism, and Intelligence                | 3 |
| FSA 495         | Independent Study I   | 3 |
| FSA 496         | Independent Study II  | 3 |
| FSA 497         | Public Safety Internship I                                    | 3 |
| FSA 498         | Public Safety Internship II                                   | 3 |
| FSA 499         | Special Topics in Public Safety                               | 3 |

Total Credit Hours: 33

## Criminal Justice Minor

A student must complete 15 hours in the Criminal Justice (CJ) minor. The CJ minor will require the completion of two required courses and three additional CJ electives. The elective courses can be selected from any required or elective CJ courses (except internships) as suits the student's interest.

### Required Minor Hours (6 hours)

|         |  |   |
|---------|--|---|
| CJC 410 | Philosophy of Criminal Justice                   | 3 |
| CJC 420 | Administrative Decision-Making for Public Safety | 3 |

### Electives (9 hours)

Choose three of the following.

|                 |  |   |
|-----------------|--|---|
| CJC 320         | Ethics in Criminal Justice                     | 3 |
| CJC 360         | Criminal Investigation                         | 3 |
| CJC 400         | Special Topics in Public Safety                | 3 |
| CJC 425         | American Corrections                           | 3 |
| CJC 430         | Public Safety Theory and Research              | 3 |
| CJC 440         | Trends in Criminal Justice                     | 3 |
| CJC 448/HUS 448 | Substance Use and Abuse                        | 3 |
| CJC 450         | International Issues in Public Safety          | 3 |
| CJC 460         | Cybercrime                                     | 3 |
| CJC 470         | Homeland Security, Terrorism, and Intelligence | 3 |
| CJC 475         | Organized Crime                                | 3 |

Total Credit Hours: 15

*Internships are not approved for the minor. The CJ minor is for Online Undergraduate program students only; traditional (TUG) students are not eligible to take the CJ minor.*

## Human Services Minor

The Human Services minor will require the completion of three foundational courses and three additional courses of the student's choice from elective or foundation class options. The program prerequisite/co-requisite requirement of HUS 201 General Psychology may extend the length of time for completion of an HUS minor.

### Required Minor Hours (9 hours)

|         |                                       |   |
|---------|---------------------------------------|---|
| HUS 201 | General Psychology                    | 3 |
| HUS 300 | Ethical Issues in Helping Professions | 3 |

|         |                              |   |
|---------|------------------------------|---|
| HUS 304 | The Human Service Profession | 3 |
|---------|------------------------------|---|

Total Credit Hours: 18

*Note that HUS 201 is a prerequisite/co-requisite course; therefore it should be taken as early as possible by students who intended to pursue a Human Services minor. Delay in taking this course may extend the time required to complete the minor.*

**Electives (9 hours)**

Students must earn credit for three additional HUS-prefix courses (p. 453) for a total of nine hours. Internships are not approved for the Human Services minor, so HUS 497 and HUS 498 may not be included in this category.

Total Credit Hours: 18

**Fire Service Administration Minor**

The Fire Service Administration minor is 18 credit hours and can be completed with any combination of FSA courses. The Fire Service Administration Minor is only for students who are not majoring in Fire Service Administration; FSA majors are not allowed to pursue an FSA minor.

**Required Minor Hours (18 hours)**

Choose six of the following.

|                 |   |   |
|-----------------|---|---|
| FSA 310         | Fire Service Administration                                   | 3 |
| FSA 345         | Fire Service Ethics   | 3 |
| FSA 350         | Fire Prevention Organization and Management                   | 3 |
| FSA 375         | Fire Service Leadership                                       | 3 |
| FSA 400         | Political and Legal Foundation in Fire Service Administration | 3 |
| FSA 415         | Managerial Issues in Hazardous Materials                      | 3 |
| FSA 420/CJC 420 | Administrative Decision-Making for Public Safety              | 3 |
| FSA 425         | Public Safety Theory and Research                             | 3 |
| FSA 440         | Fire Arson and Explosives Investigation                       | 3 |
| FSA 450/CJC 450 | International Issues in Public Safety                         | 3 |
| FSA 455         | Managing Safety and Survival Programs for the Fire Service    | 3 |
| FSA 470/CJC 470 | Homeland Security, Terrorism, and Intelligence                | 3 |
| FSA 499         | Special Topics in Public Safety                               | 3 |

*Internships are not approved for this minor.*

**Homeland Security Minor****Required Minor Hours****Required Courses (12 credit hours)**

|         |  |   |
|---------|--|---|
| CJC 360 | Criminal Investigation                         | 3 |
| CJC 450 | International Issues in Public Safety          | 3 |
| CJC 460 | Cybercrime                                     | 3 |
| CJC 470 | Homeland Security, Terrorism, and Intelligence | 3 |
| CJC 475 | Organized Crime                                | 3 |

**Subtotal: 12****Supportive Electives to Choose (3 credit hours)**

|         |  |   |
|---------|--|---|
| CJC 320 | Ethics in Criminal Justice                       | 3 |
| CJC 410 | Philosophy of Criminal Justice                   | 3 |
| CJC 420 | Administrative Decision-Making for Public Safety | 3 |
| CJC 430 | Public Safety Theory and Research                | 3 |
| CJC 425 | American Corrections                             | 3 |
| CJC 426 | Civil Liability for Public Service Officials     | 3 |
| HUS 411 | Applied Psychopathology                          | 3 |

**Subtotal: 3**

Courses can only be counted once in the major or minor. CJC 450 International Issues in Public Safety is a required course for all non-CJC majors. Additionally, courses with prerequisites must be met prior to enrolling in the course. See catalog under course descriptions and prerequisite requirements.

**Department of Religious Studies and Philosophy**

Department Chair: S. Shauf

Online Undergraduate Program Coordinator: A. Sieges-Beal

**Faculty**

Professors: D. Berry, K. Blevins, P. Hildreth, B. Leslie, P. Qualls, S. Shauf, E. Stepp  
Assistant Professors: A. Sieges-Beal, T. Jessup

**Mission Statement**

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

**Major Field of Study**

Christian Ministry

**Christian Ministry, Bachelor of Science**

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 38          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 38          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: |             |
| NONE                                     |             |

*Hours may vary depending on transfer credit awarded.*

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

**Student Learning Outcomes**

Students who choose to major in the Department of Religious Studies and Philosophy will demonstrate:

1. Basic knowledge in the four core areas in the Department of Religious Studies and Philosophy: Philosophy, Theology, Christian History, and Spiritual Formation;
2. A theoretical and practical understanding of the principles of Christian ministry and the various contexts in which ministry is practiced;
3. The ability to do research and critical analysis in religious studies and philosophy;
4. The ability to give clear, substantive oral and written reports in religious studies and philosophy.

**Program Requirements (38 hours)**

**Required Major Hours (20 hours)**

|         |   |   |
|---------|---|---|
| PHI 200 | Introduction to Philosophy                        | 3 |
| REL 201 | Introduction to Religious and Theological Studies | 2 |
| REL 321 | Introduction to Christian History                 | 3 |
| REL 333 | Christian Theology                                | 3 |
| REL 271 | Spiritual Formation                               | 3 |
| REL 358 | Practicum   | 3 |
|         | OR  |   |
| REL 397 | Internship  | 3 |
| REL 490 | Senior Seminar                                    | 3 |

**Biblical Studies (6 hours)**

Choose two of the following.

|         |                     |   |
|---------|---------------------|---|
| REL 302 | The Sacred Writings | 3 |
|---------|---------------------|---|

|         |                                  |   |
|---------|----------------------------------|---|
| REL 303 | Old Testament Prophets           | 3 |
| REL 306 | Old Testament Theology           | 3 |
| REL 307 | Studies in the Pentateuch        | 3 |
| REL 311 | Synoptic Gospels                 | 3 |
| REL 312 | Life and Letters of Paul         | 3 |
| REL 314 | New Testament Theology           | 3 |
| REL 316 | The Writings of John             | 3 |
| REL 317 | The General Epistles and Hebrews | 3 |
| REL 351 | Biblical Backgrounds             | 3 |
| REL 352 | Biblical Interpretation          | 3 |

**Practical Theology (6 hours)**

Choose two of the following.

|         |   |   |
|---------|---|---|
| REL 326 | Introduction to Missiology                    | 3 |
| REL 343 | Growth and Revival in the Christian Church    | 3 |
| REL 346 | World Religions                               | 3 |
| REL 370 | History and Philosophy of Religious Education | 3 |
| REL 373 | Church Leadership                             | 3 |
| REL 374 | Preschool and Children Discipleship           | 3 |
| REL 375 | Youth Discipleship                            | 3 |
| REL 376 | Advanced Youth Discipleship                   | 3 |
| REL 377 | Adult Discipleship                            | 3 |
| REL 378 | Contemporary Religious Movements              | 3 |

**Electives (6 hours)**

Choose two additional REL- or PHI-prefixed courses from the departmental options that are not used to meet the course requirements for the Biblical Studies and Practical Theology areas. General Education courses (REL 300 and REL 301) cannot be counted in the Christian Ministry major.

Choose two courses from the departmental options 6

Total Credit Hours: 38

*All students must complete at least 18 of the 38 hours in the Christian Ministry major at Gardner-Webb University.*

**Hunt School of Nursing**

Director: T. Arnold  
 Associate Director: A. Hamrick  
 Chair, Digital Learning Programs: C. Rome  
 RN-BSN Program Coordinator: T. Hayes  
 Chair, Pre-licensure Programs: M. McNeilly  
 BSN Program Coordinator: A. Hull

**Faculty**

Professor: C. Miller

Associate Professors: T. Arnold, A. Garlock, A. Hamrick, C. Rome, N. Waters, K. Williams

Assistant Professors: B. Hudgins, A. Isaac-Dockery, K. Knauff, T. Lewis, M. McNeilly, E. Montgomery, Y. Smith,  
Instructors: N. Beaver, T. Hayes, A. Hull, J. Ivey, E. Najarian,

The Hunt School of Nursing offers two options of study for students seeking a Bachelor of Science in Nursing (BSN).

The Accelerated Bachelor of Science in Nursing (ABSN) program prepares students for licensure as a registered nurse.

The Davis Nursing RN to BSN program is a degree completion program for licensed registered nurses.

The BSN Program is accredited by the Accreditation Commission for Education in Nursing (ACEN) located at 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404-975-5000. Additional information may be found on the ACEN website, [www.acenursing.org](http://www.acenursing.org).

### Mission Statement

The mission of the Hunt School of Nursing is to educate individuals to be professional nurses who lead lives of service for God and humanity by promoting health and healing within a diverse global community.

### Major Fields of Study

Accelerated Bachelor of Science in Nursing  
Davis Nursing RN to BSN

### Sigma Theta Tau International Honor Society

The Sigma Theta Tau International Honor Society is comprised of BSN, MSN, and DNP students; faculty; and community members who have demonstrated outstanding academic and professional abilities in nursing. The society is dedicated to improving the health of the world's people. Membership requirements for baccalaureate nursing students are as follows.

1. Completion of a minimum of ½ of the nursing curriculum at GWU;
2. Maintenance of a 3.0 grade point average on a 4.0 sliding scale on all courses taken through Gardner-Webb University;
3. Rank in the upper 35% of the graduating class; and
4. Meet expectations of academic and professional integrity and potential for leadership.

## Accelerated Bachelor of Science in Nursing

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 63          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 63          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: | NONE        |

### Student Learning Outcomes

Graduates of the Accelerated Bachelor of Science in Nursing (ABSN) Program will:

1. Use clinical judgment to provide care to clients, families, and diverse populations.
2. Demonstrate effective communication and collaboration with healthcare professionals, clients, and family to deliver high-quality and safe care.
3. Integrate current evidence and patient/family preferences in planning, implementing, and evaluating outcomes.
4. Apply concepts of leadership to promote quality improvement and patient safety.
5. Utilize information management and patient care technology in the delivery of quality patient care.
6. Plan self-development to uphold ethical and legal standards to maintain professional nursing practice.
7. Provide population-focused care incorporating concepts of health promotion and illness prevention.
8. Distinguish financial and regulatory healthcare policies that directly and indirectly influence the nature and functioning of the healthcare system.

### Admission Requirements

The best-qualified applicants are selected from those who apply to the Hunt School of Nursing. Waiting lists for acceptance are established as necessary. The Hunt School of Nursing Admissions Committee considers academic performance, courses completed, and other factors in determining qualified applicants. Minimum criteria for full admission to the ABSN program are as follows.

1. A bachelor's degree, in any area of study, from a regionally accredited institution. The degree must be conferred prior to the admission application deadline.
2. GPA of 2.85 on a 4.0 scale for the last 60 hours of undergraduate or graduate coursework.

3. Completion of the following prerequisite courses with a minimum grade of "C" in college: BIO 105 Microbiology, BIO 203 Human Anatomy and Physiology I, BIO 204 Human Anatomy and Physiology II, PSY 201 General Psychology, and PSY 206 Developmental Psychology. Only courses recognized as equivalent courses by the University will satisfy this prerequisite requirement. The most recent attempt will be evaluated. A grade of "Pass" in BIO 105 Microbiology, BIO 203 Human Anatomy and Physiology I, BIO 204 Human Anatomy and Physiology II, PSY 201 General Psychology, and/or PSY 206 Developmental Psychology taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis.
4. Satisfactory criminal background history results for all states of residence for the past ten years. Criminal background history must be conducted within past 12 months of admission.

Any allegations or charges of misdemeanors or a felony that occur after the Criminal Background History results have been submitted must be reported to the Hunt School of Nursing immediately. Clinical sites have the right to deny a student's access based on the criminal background. This denial would result in the student's inability to successfully complete the Nursing program.

In addition, the following criteria must be met before beginning Nursing courses.

1. American Heart Association BLS Health Care Provider Certification
  - a. Required before beginning Nursing courses in the pre-licensure programs
2. Satisfactory Health/Physical Report and Immunizations Required by the University
  - a. Prior to beginning clinical courses, Hepatitis B, Varicella (Chicken Pox) titer showing immunity or documentation of Varicella immunization, 2-step Tuberculin test (PPD), and annual influenza immunization are required
3. Satisfactory Drug Screening
  - a. This is a requirement for healthcare facilities where students complete clinical components for the Nursing program. Clinical sites have the right to deny a student's access. Drugs screens older than 30 days from the start of Nursing coursework will not be accepted.

Students transferring in any required courses are required to meet all of the admission criteria and are subject to Gardner-Webb's transfer credit policy. Progression criteria for currently enrolled students in the Hunt School of Nursing are listed in the Pre-licensure Handbook. Eligibility for licensure as a Registered Nurse includes clinical, mental, and physical competence and freedom from conviction of felonious or other serious legal acts, including substance abuse, as outlined in the North Carolina Nursing Practice Act.

*NOTE: All states have similar stipulations. Students enrolled at Gardner-Webb University who wish to enroll in the nursing program must apply through the Admissions Office.*

A student who has previously earned a bachelor's degree from an accredited institution and has been admitted to the Gardner-Webb University ABSN program is not required to complete the traditional undergraduate General Education requirements at Gardner-Webb.

### Additional Requirements

Enrollment in a pre-licensure nursing program (ASN or BSN) requires a minimum grade of "B" in each Nursing course for progression in the program. No more than one Nursing course may be repeated. A second grade of less than a "B" in any Nursing course will result in dismissal from the respective program. Students dismissed from one pre-licensure program are not eligible to apply to another pre-licensure program. Students are subject to guidelines found in the Pre-Licensure Nursing Program Continuation Policy.

Students who are unsuccessful in a science course must repeat the course until a "C" is achieved and, if applicable, are subjected to guidelines found in the Pre-Licensure Nursing Program Continuation Policy. All science prerequisites and co-requisites must be completed according to the guidelines in the Traditional Undergraduate Handbook in order to progress in the Nursing program.

### Program Requirements

#### Required Major Hours (63 hours)

|         |                                   |   |
|---------|-----------------------------------|---|
| NUR 239 | Nursing Assessment                | 2 |
| NUR 240 | Nursing Assessment Lab            | 1 |
| NUR 261 | Introduction to Nursing           | 4 |
| NUR 262 | Introduction to Nursing Lab       | 1 |
| NUR 263 | Introduction to Nursing Practicum | 1 |
| NUR 300 | Concepts in Professional Nursing  | 2 |
| NUR 307 | Communication Skills in Nursing   | 3 |
| NUR 339 | Pharmacology in Nursing Practice  | 2 |
| NUR 340 | Nutrition in Nursing Practice     | 2 |
| NUR 342 | Adult Health I Lab                | 1 |
| NUR 343 | Adult Health I Practicum          | 2 |
| NUR 344 | Adult Health I                    | 4 |
| NUR 345 | Mental Health Nursing             | 3 |



|         |   |   |
|---------|---|---|
| NUR 361 | Maternal/Child Nursing                                      | 6 |
| NUR 362 | Maternal/Child Nursing Lab                                  | 1 |
| NUR 363 | Maternal/Child Nursing Practicum                            | 2 |
| NUR 441 | Nursing Care of the Older Adult                             | 3 |
| NUR 442 | Nursing Trends and Issues                                   | 3 |
| NUR 443 | Essentials of Public Health and Community Nursing           | 3 |
| NUR 444 | Essentials of Public Health and Community Nursing Practicum | 1 |
| NUR 460 | Essentials of Nursing Management/Leadership                 | 3 |
| NUR 461 | Adult Health II   | 6 |
| NUR 462 | Adult Health II Lab   | 1 |
| NUR 463 | Adult Health II Practicum                                   | 3 |
| NUR 470 | Research for Evidence-based Practice                        | 3 |

Total Credit Hours: 63

## RN to BSN, Bachelor of Science in Nursing

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 30          |
| REQUIRED MINOR HOURS                     | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 30          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: | NONE        |

Hours may vary depending on transfer credit awarded.

### Student Learning Outcomes

Graduates of the Davis Nursing Online RN to BSN Program will:

1. Use clinical judgment to provide care to clients, families, and diverse populations.
2. Demonstrate effective communication and collaboration with healthcare professionals, clients, and family to deliver high-quality and safe care.
3. Integrate current evidence and patient/family preferences in planning, implementing, and evaluating outcomes.
4. Apply concepts of leadership to promote quality improvement and patient safety.
5. Utilize information management and patient care technology in the delivery of quality patient care.
6. Plan self-development to uphold ethical and legal standards to maintain professional nursing practice.
7. Provide population focused care incorporating concepts of health promotion and illness prevention.
8. Distinguish financial and regulatory healthcare policies that directly and indirectly influence the nature and functioning of the healthcare system.

### Admission Requirements

Students applying for admission to the Davis RN to BSN Program must apply through the Digital Learning enrollment office.

Program admission criteria includes the following:

1. Completion of an associate degree with a major in nursing or a hospital diploma nursing program. Graduates of diploma/associate nursing programs may earn a maximum of 40 hours of nursing credit (25 hours applied as basic to baccalaureate nursing courses and 15 hours of nursing electives) upon successful completion of nine hours of nursing through Gardner-Webb University;
2. Current, unrestricted RN licensure;
3. One year of nursing experience within the past five years or completion of a nursing program within the past year;
4. Minimum GPA of 2.5 on a 4.0 scale. Students with 60 or more college credit hours will only have their last 60 hours of GPA calculated for admissions. Students with less than 60 will have their cumulative GPA evaluated for admission; and
5. Proof of satisfactory criminal background check.

For detailed information on admission, transfer credit, and advanced placement for the Davis RN to BSN Program, contact:

Digital Learning Enrollment Office  
Gardner-Webb University  
P.O. Box 1896  
Boiling Springs, NC 28017  
Phone: (704) 406-4625  
DCP@gardner-webb.edu

Registered nurses with a bachelor's degree in another discipline are eligible for admission to the Master of Science in Nursing (MSN) Program. See the Graduate section of this catalog (p. 233) for information or contact Graduate Admissions at 704-406-3987.

### Program Requirements

#### Required Major Hours (30 hours)

|         |   |   |
|---------|---|---|
| NUR 301 | Research in Nursing                           | 3 |
| NUR 303 | Trends in Healthcare                          | 3 |
| NUR 304 | Communication Skills in Nursing               | 3 |
| NUR 308 | Concepts in Professional Nursing              | 3 |
| NUR 312 | Advanced Health Assessment                    | 2 |
| NUR 402 | Nursing Care of the Older Adult               | 3 |
| NUR 403 | Leadership/Management in Nursing              | 4 |
| NUR 409 | Senior Seminar                                | 3 |
| NUR 412 | Community and Public Health Nursing           | 4 |
| NUR 415 | Community and Public Health Nursing Practicum | 2 |

Total Credit Hours: 30

As with all Online Program majors, approximately half of the Nursing degree consists of the General Education curriculum (see General Education Requirements (p. 33)). (NUR 304 satisfies the Online Undergraduate Program General Education requirements for oral/visual communication and for computer literacy). A student must complete 30 hours in the Nursing major.

## RN to MSN

The RN to MSN option provides students with the opportunity to achieve their baccalaureate degree and work toward their MSN degree. This program of study allows nurses to apply six (6) hours of graduate course credit to the BSN degree. Two courses in the Master of Science in Nursing program may be substituted for two courses in the Davis Online RN to BSN program allowing students to graduate with their BSN degree and complete their MSN program in 30 additional credit hours of courses. NURS 501 Nursing and Health Care Systems and Issues (3 credit hours) may be substituted for NUR 303 Trends in Health Care (3 credit hours), and NURS 500 Theoretical Basis for Advanced Practice (3 credit hours) may be substituted for NUR 308 Concepts in Professional Nursing (3 credit hours). Credit will not be given in the MSN program for courses taken more than six (6) calendar years before acceptance to graduate school.

### Transition from BSN Program to MSN Program

Students who graduate from any BSN program option at Gardner-Webb University with a GPA of 2.7 are automatically accepted into the MSN program at Gardner-Webb University if enrolling within one year of graduation. HSON graduates are not required to complete an application or supply references. HSON graduates must contact Graduate Admissions to update personal information.

## Godbold College of Business

### Broyhill Undergraduate School of Management

Dean: M. Taylor

#### Faculty

Professors: D. Caudill, E. Godfrey, C. Metcalf, A. Negbenebor, F. Policastro  
Associate Professors: G. Gilsdorf, S. Johnson, S. Mankins, L. Xiao, P. Nall  
Assistant Professors: W. Achia, S. Kim, S. Gathers, A. Smith, C. Sutton  
Instructors: G. Dib, J. Herndon, M. Taylor

Nationally accredited by the Association of Collegiate Business Schools and Programs, the Broyhill Undergraduate School of Management became the University's first endowed school in 1981 with a gift from the Broyhill Foundation of Hickory, North Carolina.

#### Mission Statement

The Godbold College 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.

#### Major Fields of Study

Accounting  
Management  
Computer Information Systems  
Healthcare Management

The Online Undergraduate Degree Completion Program within the Godbold College of Business offers five majors which require an academic background in business and additional specialty courses within the individual majors. A multidisciplinary Common Professional Core component is required of all Business students consisting of coursework in the following areas: Accounting Principles I and II, Principles of Economics I and II, Principles of Management, Principles of Marketing, Management Information Systems, International Business, Legal Environment of Business, Statistics, Quantitative Methods, Financial Management, and Business Strategy. These courses are represented within prerequisite requirements, Online Undergraduate Program General Education requirements, or major requirements.

All Business students are expected to complete MTH 105 within the Online Undergraduate Program General Education requirements. Any Business student not having completed college coursework in algebra must take MTH 100. A minimum grade of "C" (2.0) is required in major courses, MTH 100 and 105 courses, and prerequisite courses specified by the Business major, whether taken at Gardner-Webb or transferred from another institution.

#### Minor Fields of Study

The Broyhill Undergraduate School of Management offers minors in some business disciplines which can be taken by business majors and non-business majors.

Computer Information Systems  
Healthcare Administration  
Management  
Marketing

### Delta Mu Delta Honor Society

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

### Accounting, Bachelor of Science, Gardner-Webb Online

|   |            |
|---|------------|
| COMMON PROFESSIONAL COMPONENT                             | 36         |
| ACCOUNTING HOURS  | 21         |
| ADDITIONAL PROGRAM HOURS                                  | <u>3-6</u> |
| TOTAL PROGRAM HOURS                                       | 60-63      |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: MTH 105 (p. 458) |            |

*Hours may vary depending on transfer credit awarded.*

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

### Student Learning Outcomes

To accomplish the mission of the Godbold College of Business in individual courses within the Online Undergraduate Degree Completion Program, students completing a course in Accounting will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in accounting are vital for success;
2. Learn new managerial skills in accounting that require knowledge of computerized technology applications in business; and
3. Respond to changes in accounting in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### Program Requirements (60-63 hours)

#### Common Professional Component (36 hours)

|         |                                    |   |
|---------|------------------------------------|---|
| ACC 213 | Accounting Principles I            | 3 |
| ACC 214 | Accounting Principles II           | 3 |
| BAD 300 | Legal Environment of Business      | 3 |
| BAD 304 | Applied Business Statistics        | 3 |
| BAD 305 | Introduction to Management Science | 3 |
| FIN 312 | Financial Management               | 3 |
| MKT 300 | Principles of Marketing            | 3 |
| BAD 360 | International Business             | 3 |
| BAD 480 | Business Strategy                  | 3 |
| CIS 300 | Management Information Systems     | 3 |
| ECO 204 | Principles of Economics II         | 3 |
| MGT 316 | Principles of Management           | 3 |

#### Accounting Hours (21 hours)

|         |                                |   |
|---------|--------------------------------|---|
| ACC 313 | Intermediate Accounting I      | 3 |
| ACC 314 | Intermediate Accounting II     | 3 |
| ACC 315 | Cost Accounting                | 3 |
| ACC 400 | Accounting Information Systems | 3 |
| ACC 425 | Federal Income Tax I           | 3 |
| ACC 435 | Advanced Accounting            | 3 |
| ACC 450 | Auditing                       | 3 |

#### Additional Hours Required (3-6 hours)

|         |  |   |
|---------|--|---|
| ECO 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| MTH 100 | Basic Mathematical Skills  | 3 |

*MTH 100 (p. 458) or college math transfer course is required for any student without college algebra. If student transfers in MTH 105 (p. 458), this requirement is waived.*

Total Credit Hours: 60-63

As with all Online Undergraduate Program majors, approximately half of the Accounting track consists of our General Education curriculum (see General Education Requirements (p. 175)). A student must complete at least one-half of the major at Gardner-Webb. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

## Computer Information Systems, Bachelor of Science, Gardner-Webb Online

|  |            |
|--|------------|
| COMMON PROFESSIONAL COMPONENT                                | 36         |
| COMPUTER INFORMATION SYSTEMS HOURS                           | 21         |
| ADDITIONAL PROGRAM HOURS                                     | <u>3-6</u> |
| TOTAL PROGRAM HOURS  | 60-63      |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>MTH 105 (p. 458) |            |

*Hours may vary depending on transfer credit awarded.*

The Bachelor of Science Degree in Computer Information Systems (CIS), offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully-accredited baccalaureate degree for those wishing to pursue a career in management information systems. Computer information systems is one of the fastest growing areas of study, as well as one offering plentiful career opportunities. The program provides students with training in business knowledge, information technologies, and management skills to solve business problems and achieve strategic objectives in organizations. Graduates with a degree in Computer Information Systems can pursue a wide array of positions in systems development, Internet and network technologies, information management, and business consulting.

### Student Learning Outcomes

To accomplish the mission of the Godbold College of Business in individual courses within the Online Undergraduate Degree Completion Program, students completing a course in Computer Information Systems will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in computer information systems are vital for success;
2. Learn new managerial skills in computer information systems that require knowledge of computerized technology applications in business; and
3. Respond to changes in computer information systems in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### Program Requirements (60-63 hours)

#### Common Professional Component (36 hours)

|         |                               |   |
|---------|-------------------------------|---|
| ACC 213 | Accounting Principles I       | 3 |
| ACC 214 | Accounting Principles II      | 3 |
| BAD 300 | Legal Environment of Business | 3 |
| BAD 304 | Applied Business Statistics   | 3 |

|         |                                    |   |
|---------|------------------------------------|---|
| BAD 305 | Introduction to Management Science | 3 |
| FIN 312 | Financial Management               | 3 |
| MKT 300 | Principles of Marketing            | 3 |
| BAD 360 | International Business             | 3 |
| BAD 480 | Business Strategy                  | 3 |
| CIS 300 | Management Information Systems     | 3 |
| ECO 204 | Principles of Economics II         | 3 |
| MGT 316 | Principles of Management           | 3 |

#### Computer Information Systems Hours (21 hours)

|         |  |   |
|---------|--|---|
| CIS 371 | Systems Analysis and Design            | 3 |
| CIS 432 | Information Systems Project Management | 3 |
| CIS 433 | Database Management                    | 3 |
| CIS 470 | Strategic Information Management       | 3 |

#### Electives

Choose three of the following.

|         |  |   |
|---------|--|---|
| ACC 400 | Accounting Information Systems           | 3 |
| ACC 430 | Forensic Accounting                      | 3 |
| CIS 475 | Topics in Management Information Systems | 3 |
| FIN 320 | Risk Management and Insurance            | 3 |
| MKT 410 | Marketing Research                       | 3 |
|         | Any other data-intensive business course | 3 |

#### Additional Hours Required (3-6 hours)

|         |  |   |
|---------|--|---|
| ECO 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| MTH 100 | Basic Mathematical Skills  | 3 |

*MTH 100 (p. 458) or college math transfer course is required for any student without college algebra. If student transfers in MTH 105 (p. 458), this requirement is waived.*

Total Credit Hours: 60-63

As with all Online Undergraduate Program majors, approximately half of the Computer Information Systems track consists of our General Education curriculum (see General Education Requirements (p. 175)). A student must complete at least one-half of the major at Gardner-Webb. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

## Healthcare Management, Bachelor of Science, Gardner-Webb Online

|  |            |
|--|------------|
| COMMON PROFESSIONAL COMPONENT                                | 36         |
| HEALTHCARE MANAGEMENT HOURS                                  | 21         |
| ADDITIONAL PROGRAM HOURS                                     | <u>3-6</u> |
| TOTAL PROGRAM HOURS  | 60-63      |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>MTH 105 (p. 458) |            |

*Hours may vary depending on transfer credit awarded.*

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

### Student Learning Outcomes

To accomplish the mission of the Godbold College of Business in individual courses within the Online Undergraduate Degree Completion Program, students completing a course in Healthcare Management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in healthcare management are vital for success;
2. Learn new managerial skills in healthcare management that require knowledge of computerized technology applications in business; and
3. Respond to changes in healthcare management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### Program Requirements (60-63 hours)

#### Common Professional Component (36 hours)

|         |                                    |   |
|---------|------------------------------------|---|
| ACC 213 | Accounting Principles I            | 3 |
| ACC 214 | Accounting Principles II           | 3 |
| BAD 300 | Legal Environment of Business      | 3 |
| BAD 304 | Applied Business Statistics        | 3 |
| BAD 305 | Introduction to Management Science | 3 |
| FIN 312 | Financial Management               | 3 |
| MKT 300 | Principles of Marketing            | 3 |
| BAD 360 | International Business             | 3 |
| BAD 480 | Business Strategy                  | 3 |

|         |                                |   |
|---------|--------------------------------|---|
| CIS 300 | Management Information Systems | 3 |
| ECO 204 | Principles of Economics II     | 3 |
| MGT 316 | Principles of Management       | 3 |

#### Healthcare Management Hours (21 hours)

|         |   |   |
|---------|---|---|
| HMG 200 | Introduction to Healthcare Management           | 3 |
| HMG 303 | Economics, Budgeting, and Finance In Healthcare | 3 |
| HMG 310 | Diversity and Culture in Healthcare Management  | 3 |
| HMG 315 | Healthcare Quality Seminar                      | 3 |
| HMG 400 | Introduction to International Health            | 3 |
| HMG 410 | Healthcare Law and Ethics                       | 3 |

Choose one of the following.

|         |                                 |   |
|---------|---------------------------------|---|
| MGT 400 | Human Resource Management       | 3 |
| MGT 403 | Human Behavior in Organizations | 3 |
| MGT 450 | Leadership                      | 3 |

#### Additional Hours Required (3-6 hours)

|         |  |   |
|---------|--|---|
| ECO 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| MTH 100 | Basic Mathematical Skills  | 3 |

*MTH 100 (p. 458) or college math transfer course is required for any student without college algebra. If student transfers in MTH 105 (p. 458), this requirement is waived.*

Total Credit Hours: 60-63

As with all Online Undergraduate Program majors, approximately half of the Healthcare Management track consists of our General Education curriculum (see General Education Requirements (p. 175)). A student must complete at least one-half of the major at Gardner-Webb. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

## Management, Bachelor of Science, Gardner-Webb Online

|  |            |
|--|------------|
| COMMON PROFESSIONAL COMPONENT                                | 36         |
| MANAGEMENT HOURS   | 21         |
| ADDITIONAL PROGRAM HOURS                                     | <u>3-6</u> |
| TOTAL PROGRAM HOURS  | 60-63      |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED:<br>MTH 105 (p. 458) |            |

*Hours may vary depending on transfer credit awarded.*

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

### Student Learning Outcomes

To accomplish the mission of the Godbold College of Business in individual courses within the Online Undergraduate Degree Completion Program, students completing a degree in Management will be able to:

1. Adapt themselves in entry-level professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in management are vital for success;
2. Learn new managerial skills in management that require knowledge of computerized technology applications in business; and
3. Respond to changes in management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### Program Requirements (60-63 hours)

#### Common Professional Component (36 hours)

|         |                                    |   |
|---------|------------------------------------|---|
| ACC 213 | Accounting Principles I            | 3 |
| ACC 214 | Accounting Principles II           | 3 |
| BAD 300 | Legal Environment of Business      | 3 |
| BAD 304 | Applied Business Statistics        | 3 |
| BAD 305 | Introduction to Management Science | 3 |
| FIN 312 | Financial Management               | 3 |
| MKT 300 | Principles of Marketing            | 3 |
| BAD 360 | International Business             | 3 |
| BAD 480 | Business Strategy                  | 3 |
| CIS 300 | Management Information Systems     | 3 |

|         |                            |   |
|---------|----------------------------|---|
| ECO 204 | Principles of Economics II | 3 |
| MGT 316 | Principles of Management   | 3 |

#### Management Hours (21 hours)

|         |                                      |   |
|---------|--------------------------------------|---|
| MGT 410 | Entrepreneurship                     | 3 |
| MGT 416 | Operations Management                | 3 |
| MGT 450 | Leadership                           | 3 |
| BAD 325 | Business Communications Applications | 3 |

#### Electives

Choose three of the following.

|         |  |   |
|---------|--|---|
| BAD 340 | Integration of Faith and Business          | 3 |
| MGT 330 | Industrial Supervision and Labor Relations | 3 |
| MGT 400 | Human Resource Management                  | 3 |
| MGT 403 | Human Behavior in Organizations            | 3 |
| MKT 404 | Sales Management                           | 3 |

#### Additional Hours Required (3-6 hours)

|         |  |   |
|---------|--|---|
| ECO 203 | Principles of Economics I (Economics and the Free Market System) | 3 |
| MTH 100 | Basic Mathematical Skills  | 3 |

*MTH 100 (p. 458) or college math transfer course is required for any student without college algebra. If student transfers in MTH 105 (p. 458), this requirement is waived.*

Total Credit Hours: 60-63

As with all Online Undergraduate Program majors, approximately half of the Management track consists of our General Education curriculum (see General Education Requirements (p. 175)). A student must complete at least one-half of the major at Gardner-Webb. A grade of "C" or better is required in prescribed General Education courses and all courses required for the program.

### Computer Information Systems Minor

#### Required Minor Courses (6 hours)

|         |                                |   |
|---------|--------------------------------|---|
| MGT 316 | Principles of Management       | 3 |
| CIS 300 | Management Information Systems | 3 |

#### Electives (12 hours)

Choose four of the following.

|         |  |   |
|---------|--|---|
| CIS 433 | Database Management                      | 3 |
| CIS 371 | Systems Analysis and Design              | 3 |
| CIS 432 | Information Systems Project Management   | 3 |
| CIS 475 | Topics in Management Information Systems | 3 |

|         |  |   |
|---------|--|---|
| ACC 400 | Accounting Information Systems           | 3 |
| ACC 430 | Forensic Accounting                      | 3 |
| FIN 320 | Risk Management and Insurance            | 3 |
| MKT 410 | Marketing Research                       | 3 |
|         | Any other data-intensive business course | 3 |

*MGT 316 can be replaced with a CIS elective above if MGT 316 was previously taken. CIS 300 can be replaced with a CIS elective above if CIS 300 was previously taken.*

Total Credit Hours: 18

## Healthcare Administration Minor

### Required Minor Hours (18 hours)

|         |  |   |
|---------|--|---|
| HMG 200 | Introduction to Healthcare Management          | 3 |
| HMG 310 | Diversity and Culture in Healthcare Management | 3 |
| HMG 315 | Healthcare Quality Seminar                     | 3 |
| HMG 400 | Introduction to International Health           | 3 |
| HMG 410 | Healthcare Law and Ethics                      | 3 |
| MGT 450 | Leadership                                     | 3 |

Total Credit Hours: 18

## Management Minor

### Required Minor Hours (15 hours)

Choose five of the following.

|          |                                       |   |
|----------|---------------------------------------|---|
| MGT 316  | Principles of Management              | 3 |
| MGT 416  | Operations Management                 | 3 |
| MGT 410  | Entrepreneurship                      | 3 |
| MGT 403  | Human Behavior in Organizations       | 3 |
| MGT 400  | Human Resource Management             | 3 |
| MGT 450  | Leadership                            | 3 |
| HMG 200  | Introduction to Healthcare Management | 3 |
| SPMG 218 | Principles of Sport Management        | 3 |
| MKT 404  | Sales Management                      | 3 |

*MGT 316 is required if not taken as part of the CPC for School of Business majors.*

Total Credit Hours: 15

## Marketing Minor

### Required Minor Hours (15 hours)

Choose five of the following.

|         |                               |   |
|---------|-------------------------------|---|
| MKT 300 | Principles of Marketing       | 3 |
| MKT 302 | Consumer Behavior             | 3 |
| MKT 304 | Advertising and Promotion     | 3 |
| MKT 310 | Sport Marketing and Promotion | 3 |
| MKT 404 | Sales Management              | 3 |
| MKT 410 | Marketing Research            | 3 |
| MKT 420 | Marketing Management          | 3 |
| MKT 466 | International Marketing       | 3 |
| MKT 475 | Topics in Marketing           | 3 |

*MKT 300 is required if not taken as part of the CPC for School of Business majors.*

Total Credit Hours: 15

When the student's primary major requires the same course as a course required by the minor, the duplication will be resolved by selecting substitute courses in the same field of study approved by the student's advisor.

## College of Education

Dean: P. Bull

Director of Clinical Experiences: P. Bull

College of Education Assessment Coordinator: M. Porter

Coordinator of Elementary Education Online

Undergraduate Program: L. Wesson

Director of Undergraduate Elementary Education: L. Wesson

Coordinator of Bachelor of Arts in Organizational Leadership Program: TBD

Chair of Professional Education Committee: L. Wesson

Licensure Specialist: P. Bull and M. Porter

### Faculty

Professors: P. Bull, F. Burch, L. Wesson

Assistant Professor: D. Betts

Assistant Professor: J. Lord

### Mission

The Gardner-Webb University College of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

### Vision

Gardner-Webb University College of Education is a premier catalyst for positive, sustainable change.

### Values

The Gardner-Webb University College of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning. Specifically, these knowledge practices include:

1. Principles of ongoing reflection, continuous improvement, and evidence-based decision-making;
2. Caring relationships characterized by high ethical standards, collaboration, and shared decision-making;
3. Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and facilitating meaningful individual and collective development; and
4. Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities for individual and collective development.

### Conceptual Framework of Teacher Preparation

Within a Christian environment, the Gardner-Webb University College of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb's College of Education should be 21st-century leaders in every aspect of their profession, having the instructional, technological, and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

Within the framework of the liberal arts and sciences curriculum, the College of Education at Gardner-Webb University offers undergraduate majors in Birth-Kindergarten, Elementary, and Middle Grades Education. The Professional Education Minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, History, Mathematics, and Social Studies. Successful completion of the Professional Education Minor is required for students seeking licensure at the K-12 level in the special subject areas of French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. In addition to the undergraduate programs, qualified candidates may study at the master's, education-specialist, and doctoral levels.

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our coursework to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

### The Learner

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today's classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the College of Education to respond to teacher candidates' needs for experiences in a variety of situations and settings, all aspects of a candidate's education, including classroom instruction, clinical experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates' awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past schools have focused on isolating learners by any number of limiting factors or demographics, today's teacher must focus on inclusion, recognizing that "educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system" (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists is a basic responsibility of our role as teacher-educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

### Knowledge



Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the College of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the College of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher-leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills, and dispositions to lead and teach.

Additionally, the College of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the College of Education through coursework, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Lifelong learning and professional development is further encouraged by the College of Education’s support of The Center for Innovative Leadership Development (CILD), which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

#### **Assessment**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous, and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of and reflection upon data to design lessons are integrated components of Gardner-Webb’s coursework, clinical experiences, and professional practice.

#### **Professional Education Committee**

This committee develops and implements policy, approves curricula, and evaluates programs for the undergraduate and graduate education licensure programs within the College of Education. It is composed of faculty members from each school and department offering programs leading to licensure, student representatives, and public school personnel.

#### **Admission to the Teacher Education Program**

To be admitted to the Teacher Education Program, the undergraduate degree-seeking candidate must meet the following requirements:

1. Declare an education major in WebbConnect via Advising tab;
2. Complete a minimum of 30 cumulative credit hours, with at least 12 hours earned at Gardner-Webb;
3. Complete the Application for Admission to Teacher Education. Candidates must submit the application by the published deadline;
4. Candidates are required to have (and maintain) an overall GPA of 2.7 in addition to other factors for admission to Teacher Education;

5. Complete EDU 250 with a grade of “C” or better (a “C-” is not acceptable). The Teacher Education Handbook provides specific guidelines for the pre-service candidate;
6. Obtain the minimum scores on the PRAXIS Core examinations or the SAT/ACT equivalents as required by the College of Education. These scores are subject to change. Applicants must satisfy the score requirements in effect at the time of admission to the Teacher Education Program;
7. If majoring in Elementary Education, candidates must be enrolled in MTH 205 with a “C” or better and take the General Curriculum Exam for licensure to be considered for admission. Elementary Education applicants do not have to pass the examination for admittance;
8. Successfully complete the Teacher Education Program Interview; and
9. All other requirements as outlined in the Teacher Education Handbook.

Candidates are not formally admitted to the School of Education until they have met all requirements of the interview.

### **The Professional Semester**

Before beginning the professional semester (which includes the 16-week student teaching experience), the candidate must meet the following requirements:

1. Submit a completed Application for Student Teaching, to include background check and drug screening, on or before the published deadline;
2. Maintain a 2.7 cumulative grade point average;
3. Maintain a grade of “C” (2.0) or better (a “C-” is not acceptable) in all professional education courses; and
4. Complete all requirements for the selected major. Any exceptions must be approved by the Dean of the College of Education or designee. These requirements are described under the appropriate department listing.

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

### **Clinical Experiences/Student Teaching**

Student teaching assignments and various clinical experiences required throughout the Teacher Education Program are made by the Director of Clinical Experiences and Student Teaching in surrounding North Carolina public schools or childcare centers. Candidates are required to comply at all times with clinical experience expectations, including the Code of Ethics for NC Educators, while completing clinical requirements. Transportation to and from these sites is the responsibility of the candidate.

Candidates are not allowed to complete clinical experiences without the permission of the Director of Clinical Experiences. Clinical experiences are tiered and candidates should seek to take courses in the correct order. Students should consult their advisor for additional information.

All candidates, in all teacher education programs, must maintain active classroom liability insurance while completing clinical experiences. Specific requirements regarding classroom liability insurance can be found in the Teacher Education Handbook.

### **Completion of the Teacher Education Program**

Successful completion of coursework and licensure requirements, all major requirements, and the Professional Education Minor, including the professional semester, will qualify candidates for licensure in North Carolina. The candidate is responsible for any out-of-state (NC) licensure requirements.

### **North Carolina Educator Licensure Requirements**

To be recommended for Standard Professional 1 (SP1) licensure in the state of North Carolina, a candidate must meet the following requirements:

1. Complete an approved program of study;
2. Obtain minimum scores on the state-required assessments for your licensure area and submit to NC DPI Online Licensure System;
3. Submit the completed application for licensure to the NC DPI Online Licensure System;
4. Provide official transcripts for all college and university work completed at other institutions to the NC DPI Online Licensure System;
5. Remit the processing fee required by the State of North Carolina at the time of application using NC DPI Online Licensure System;
6. Birth-Kindergarten, Elementary Education, and Middle Grades candidates (and candidates seeking EC licensure) must pass NC licensure exams prior to becoming eligible for licensure. EC candidates must also pass the appropriate PRAXIS exam for EC - General Curriculum (K-12); and
7. For candidates wanting to obtain an educator’s license in a state other than North Carolina, the candidate must also fulfill all licensure requirements of the state in which licensure is being sought.

### Licensure Only Candidates

Individuals who hold a baccalaureate degree and wish to obtain a North Carolina Standard Professional 1 license may apply for admission to the approved program for teacher licensure. The candidate must meet entrance and exit requirements comparable to those required of a degree-seeking candidate in the approved program. A minimum of 21 hours must be taken at Gardner-Webb University to be recommended for licensure by the institution.

### Additional Information

All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDU 250 Teaching in 21st Century Schools. This fee will cover the candidate's subscription to TaskStream as well as the required background checks and drug screening. In addition, Birth-Kindergarten, Elementary, and Middle Grades candidates are required to have a device with video capabilities for every EDU course with the exception of EDU 250 Teaching in the 21st Century. All candidates will also be charged an edTPA Assessment Fee when they enroll in EDUC 450/EDU 450 and EDUC 451/EDUC 451.

### Major Fields of Study

Birth-Kindergarten (Licensure and Non-licensure Tracks)  
Elementary Education (K-6)  
Organizational Leadership (Non-Licensure)

### Minor Field of Study

Professional Education

### Concentration

Exceptional Children (K-12)

### Birth-Kindergarten, Bachelor of Science, Gardner-Webb Online

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 43          |
| REQUIRED MINOR HOURS                     | 30          |
| ADDITIONAL PROGRAM HOURS                 | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 73          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: | NONE        |

The Birth-Kindergarten Program at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

The Bachelor of Science in Birth-Kindergarten will prepare candidates to teach in, administer, and direct early learning environments for ages birth-five. This degree will contain one licensure pathway and one non-licensure pathway. Both pathways will have an emphasis on child development and professional education based on the North Carolina State Board-approved standards for Birth-Kindergarten Teacher Candidates, the National Association for the Education of Young Children (NAEYC), the NC Foundations for early learning and development, and NC Professional Teaching Standards, as well as 21st century knowledge, skills, and dispositions that prepare educators for the Birth-Kindergarten field. The Birth-Kindergarten program integrates a core set of pedagogy courses, clinical experiences, and practical applications of child development and early learning. Candidates must meet the requirements listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester.

Candidates will not be permitted to complete more than 50% of the major or Professional Education Minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least one year prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission process. Candidates are not fully admitted into the School of Education until they have met all requirements of the interview.

Program goals and Student Learning Outcomes are subject to change based upon data collected and analyzed by School of Education faculty.

### Program Goals

1. Candidates will demonstrate the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, and preschoolers in diverse settings.
2. Candidates will apply developmentally, individually, and culturally appropriate practices for children with or without disabilities.
3. Candidates will apply evaluation and assessment processes to measure the development of cognitive, motor, social-emotional, and communication domains.
4. Candidates will develop the skills necessary to become competent members of the early childhood profession by serving as team members and leaders by continually reflecting on their practice.
5. Candidates will apply their knowledge of early childhood development to create an integrated curriculum and responsive environment for all children by connecting with ALL children, with and without disabilities, including those at-risk and their families.
6. Candidates will apply their knowledge of early childhood development to conduct appropriate, ongoing, formal, and informal assessments used to guide their instructional design.

7. Candidates will apply specific teaching/learning strategies appropriate for children to design, implement, evaluate, and adapt learning experiences.

|         |  |   |
|---------|--|---|
| BKE 410 | Language and Literacy for the Young Child                      | 4 |
| BKE 420 | Math, Science, Social Studies, and the Arts for Young Children | 4 |
| BKE 430 | Internship: BK Practices, Procedures, and Policies             | 3 |
| MTH 204 | Mathematics for Elementary Teachers                            | 3 |

### Student Learning Outcomes

- Candidates will apply leadership skills to assume leadership roles in an educational setting.
- Candidates will describe and apply the various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development.
- Candidates will explain and create the design and implementation of developmentally appropriate learning environments for young children.
- Candidates will explain and demonstrate the most effective ways to support families in facilitating their young children's development.
- Candidates will analyze data, including screening and assessment procedures focused on individual development, and program evaluation.
- Candidates will synthesize data from screening and assessment procedures to inform instruction.
- Candidates will apply current instructional principles, research, and appropriate assessment practices to the use of age-appropriate technology and applications.
- Candidates will differentiate instruction in an effective and appropriate manner.
- Candidates will implement developmentally appropriate management processes in an educational setting.
- Candidates will use research and data to adapt instruction.
- Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization.

Candidates must complete at least 50% of the major at Gardner-Webb University.

### Required Minor Hours (30 hours)

#### Professional Education Minor

|         |   |    |
|---------|---|----|
| EDU 250 | Teaching in the 21st Century Schools          | 4  |
| EDU 350 | Diverse Populations in 21st Century Schools   | 4  |
| EDU 435 | Facilitating Learning in 21st Century Schools | 4  |
| BKE 440 | Professional Administrative Seminar           | 12 |
| EDU 450 | OR<br>Student Teaching                        | 12 |
| PSY 301 | Child Psychology                              | 3  |
| PSY 303 | Educational Psychology                        | 3  |

EDU 435 must be taken the semester prior to student teaching. EDU 450 OR BKE 440 must be taken the final semester and no other courses may be taken concurrently.

Total Credit Hours: 73

### Elementary Education, Bachelor of Science, Gardner-Webb Online

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 34          |
| REQUIRED MINOR HOURS                     | 27          |
| ADDITIONAL PROGRAM HOURS                 | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 61          |
| PREScribed COURSES ATTAINABLE IN GEN ED: | NONE        |

*Hours may vary depending on transfer credit awarded.*

### Program Requirements

#### Required Major Hours (43 hours)

|         |   |   |
|---------|---|---|
| BKE 280 | Guiding and Supporting Young Learners                           | 4 |
| BKE 260 | Assessment and Observation                                      | 3 |
| BKE 290 | Child Development   | 3 |
| BKE 270 | The Exceptional Child   | 4 |
| BKE 300 | Special Topics: Technology in the BK Environment                | 3 |
| BKE 360 | Child, Family, and Community: Building Supportive Relationships | 3 |
| BKE 370 | Infants and Toddlers  | 3 |
| BKE 380 | Early Childhood Curriculum                                      | 3 |
| BKE 390 | Kindergarten Curriculum   | 3 |

Elementary Education is designed to prepare candidates to become teachers in grades K-6. The program follows the North Carolina Teacher Candidate Standards. Candidates pursuing this major will be prepared to teach in an elementary school setting. Candidates will investigate current educational theory, educational philosophy, and elementary methods. Multiple opportunities will be provided for candidates to observe and teach in PK-12 schools. Candidates must meet the requirements listed in the Catalog for entrance into Teacher Education and for entrance into the Professional Semester.

The optional 14-credit-hour concentration in Exceptional Children prepares candidates to support diverse learners and become successful teachers of exceptional children. In order to be recommended for licensure, candidates must successfully complete a dual student teaching experience (EDU 450) and must pass all Elementary Education and Exceptional Children licensure tests.

The Exceptional Children Concentration is also available for non-Elementary Education candidates. For candidates who are non-Elementary Education majors, the following courses are required in order to obtain the concentration: MATH 204, MATH 205, and EDUC 302. Secondary Math Education candidates are exempt from MATH 204 and Math 205.

The Elementary Education Program at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

Students who graduate from the Elementary Education program will demonstrate proficiency in the North Carolina Professional Teaching Standards (NCPTS) as follows:

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

### Student Learning Outcomes

*Student Learning Outcomes are subject to change based on data collected and analyzed by the Elementary Education faculty.*

1. Candidates will be able to demonstrate leadership skills to assume leadership roles in an educational setting (NCTCS I);
2. Candidates will be able to apply leadership skills to assume leadership roles in an educational setting (NCTCS I);
3. Candidates will be able to demonstrate the ability to adapt instruction for the diverse needs of learners (NCTCS II);
4. Candidates will be able to differentiate instruction in an effective and appropriate manner (NCTCS II);

5. Candidates will be able to demonstrate advanced content knowledge related to core concepts (NCTCS III);
6. Candidates will be able to implement processes relative to the specific discipline (NCTCS III);
7. Candidates will be able to use formative and summative assessment data to inform instruction (NCTCS IV);
8. Candidates will be able to integrate reading practices and assessments to design and implement an appropriate reading program of instruction (NCTCS IV);
9. Candidates will be able to implement management processes in an educational setting (NCTCS IV);
10. Candidates will be able to reflect critically on performances of others and/or self for the purpose of improvement (NCTCS V);
11. Candidates will use research and data to adapt instruction (NCTCS V);
12. Candidates will be able to design instruction to meet the needs of digital-age learners (NCTCS V); and
13. Candidates will be able to demonstrate professional dispositions in varied settings with regard to all members of an organization (NCTCS V).

### Additional Information

All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDU 250 Teaching in 21st Century Schools and EDU 450 Student Teaching. This fee will cover the candidate's subscriptions to TaskStream, as well as the required background checks and drug screening. In addition, Birth-Kindergarten, Elementary, and Middle Grades candidates are required to have a device with video capabilities for every EDUC course with the exception of EDU 250 Teaching in the 21st Century.

All coursework in the education majors (Birth-Kindergarten and Elementary) and in the education minor must have a grade of "C" or better ("C-" is not acceptable).

Proficiencies will be met as students exhibit competency in the following areas:

1. knowledge across all content areas included in the breadth of the Gardner-Webb General Education curriculum and enhanced by the specialty area of the curriculum. The beginning teacher will be broadly and liberally educated and have full command of the content that he or she will teach (NCPTS III);
2. understanding of the unique learning characteristics of children from diverse populations including socioeconomic, linguistic, and cultural backgrounds as well as adapting for the needs of exceptional students (NCPTS II);

3. the ability to plan, adapt, and reflect on curriculum theory and teaching strategies to meet the needs of the K-6 learner (NCPTS III, IV, and V);
4. the ability to organize classroom environments conducive to facilitating and stimulating the lifelong intellectual growth of all children (NCPTS IV);
5. interpersonal skills for the purpose of establishing effective communication in the classroom, in the school, between the home and school, and among the school community (NCPTS I, V);
6. the ability to effectively assess and evaluate student learning and to use results to establish an effective instructional program (NCPTS IV, V);
7. understanding of the teacher's role as a change agent and the relevance of current issues related to teaching as a profession and to schooling in a complex society (NCPTS I, II, IV);
8. knowledge about schools, teaching, and children that increases through carefully planned and supervised field experiences (NCPTS II, IV); and
9. a commitment to service within the school and global community (NCPTS I, V).

Candidates will not be permitted to complete more than 50% of the major or Professional Education Minor until they are formally admitted into the Teacher Education Program. Candidates must be admitted into the Teacher Education Program at least one year prior to the student teaching experience.

The School of Education admission process is different than the Gardner-Webb admission process. The School of Education interview is a secondary admission process specific to the School of Education.

The North Carolina State Board of Education has adopted new teacher standards and required all teacher education programs to be revised. Candidates who are already in teacher education can choose to complete the current program or the new program.

A non-licensure track for qualifying elementary candidates is available. Please consult the Professional Education Committee (PEC) Handbook for details.

### Program Requirements

#### Required Major Hours (34 hours)

|         |  |   |
|---------|--|---|
| EDU 251 | Introduction to Effective Teaching and Learning        | 1 |
| EDU 252 | Applying Principles of Effective Teaching and Learning | 1 |
| EDU 302 | Literacy Foundations                                   | 3 |
| EDU 306 | Literacy and Language Arts for K-8                     | 4 |
| EDU 312 | Practicum in Literacy (K-9)                            | 3 |

|         |   |   |
|---------|---|---|
| EDU 375 | Classroom Leadership Seminar for Elementary and Middle Grades | 2 |
| EDU 410 | Introduction to Curriculum Integration and Assessment         | 3 |
| MTH 204 | Mathematics for Elementary Teachers                           | 3 |
| MTH 205 | Mathematics for Elementary Teachers II                        | 3 |
| MED 330 | Math Methods in 21st Century Schools                          | 3 |
| PED 311 | Healthful Living for the Elementary Educator Seminar          | 1 |
| SED 330 | Science Methods in 21st Century Schools                       | 3 |
| SST 307 | Social Studies Methods in 21st Century Schools (K-8)          | 3 |
| EDU 310 | Fine Arts Integration Seminar                                 | 1 |

#### Required Minor Hours (27 hours)

##### Professional Education Minor

|         |   |    |
|---------|---|----|
| EDU 250 | Teaching in the 21st Century Schools          | 4  |
| EDU 350 | Diverse Populations in 21st Century Schools   | 4  |
| EDU 435 | Facilitating Learning in 21st Century Schools | 4  |
| EDU 450 | Student Teaching                              | 12 |
| PSY 303 | Educational Psychology                        | 3  |

EDU 312 and EDU 435 must be taken the semester prior to student teaching. EDU 450 must be taken the final semester and no other courses may be taken concurrently.

##### Optional Exceptional Children Concentration ( 14 hours)

|         |  |   |
|---------|--|---|
| ECE 270 | Critical Components of Special Education   | 3 |
| ECE 370 | Specially Designed Instruction for Exceptional Learners                          | 4 |
| ECE 380 | Communication and Collaboration with Stakeholders                                | 3 |
| ECE 425 | Providing Instruction - Continuum of Alternative Exceptional Children Placements | 4 |

Total Credit Hours: 61

## Organizational Leadership, Bachelor of Arts

|  |             |
|--|-------------|
| REQUIRED MAJOR HOURS                     | 33          |
| REQUIRED MINOR HOURS                     | NONE        |
| ADDITIONAL PROGRAM HOURS                 | <u>NONE</u> |
| TOTAL PROGRAM HOURS                      | 33          |
| PRESCRIBED COURSES ATTAINABLE IN GEN ED: | NONE        |

The Bachelor of Arts in Organizational Leadership is a liberal arts-based program which examines the practices, theories, issues, and ramifications of leading within an organization. The curriculum provides students with a liberal-arts understanding of leadership in today's complex organizations in the public, private, and not-for-profit sectors and develops in them the knowledge, skills, abilities, and attitudes that are in high demand by employers including the teamwork, collaboration, communication, critical thinking, and interpersonal skills that are hallmarks of effective leaders.

### Program Goals

1.

Students will analyze problems and opportunities to formulate robust solutions in an uncertain business environment;

2. Students will evaluate the logic, reason, evidence, and research to make informed organizational decisions;
3. Students will effectively lead teams, groups, and organizations;
4. Students will generate organizational strategy;
5. Students will design leadership development programs as sources of sustainable competitive advantage;
6. Students will exemplify team and group dynamics;
7. Students will lead change initiatives;
8. Students will provide feedback, manage expectations, and delegate effectively;
9. Students will foster positive working relationships with peers and superiors;
10. Students will establish personal credibility;
11. Students will communicate effectively;
12. Students will positively and effectively lead discussions, meetings, and dialogue;
13. Students will set goals and objectives for personal and employee development; and
- 14.

Students will demonstrate project assertiveness.

### Student Learning Outcomes

1.

Recognize the concept of leadership and the difference between management and leadership activities.

2. Identify the different indicators of leadership effectiveness.
3. Recognize the leadership activities that impact leadership actions and activities.
4. Evaluate the student's own personal leadership characteristics.
5. Identify and describe the leadership role within fundamental concepts and principles of management.
6. Explain the significance of how historical theories have shaped the practice of leading and managing organizations.
7. Recognize, analyze, and articulate challenges facing modern organizations.
8. Appraise the activities necessary for the planning functions within all levels of an organization.
9. Recognize, analyze, and apply the organizing functions at all levels of an organization.
10. Analyze internal and external environments to determine an organization's condition and select a strategy for improvement.
11. Understand the development of leadership theory and research and identify the most influential theories of leadership and their conceptual underpinnings.
12. Identify contemporary issues related to leadership as well as emerging leadership theories.
13. Use his/her own experience of leadership and emerging self-awareness as a basis for perspective transformation and developmental learning.
14. Create a Personal Development Plan to help develop his/her leadership skills and potential.
15. Articulate their leadership journeys and their crucibles by reflecting upon and framing their life stories and experiences to date.
16. Demonstrate leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
17. Assess what is motivating them, both extrinsically and intrinsically, and articulate the leadership path that will enable them to utilize their motivated capabilities.
18. Analyze and articulate their Personal Development Leadership Plan.
19. Demonstrate a theoretical understanding of the nature of individual and group behavior within organizations.
20. Increase their ability to draw conclusions and develop inferences about attitudes and behavior, when confronted with different situations that are common in modern organizations.

21. Increase their skill in identifying motives and in discriminating between different behavioral and attitudinal mechanisms that affect members of organizations.
22. Cultivate abilities and skills in critical thinking, written communications, verbal discussion and debate, teamwork, and decision making.
23. Demonstrate knowledge of various theories of organizational communication by identifying how theories explain organizational practice.
24. Utilize theories and concepts covered in the course to help them understand organizational processes and experiences.
25. Analyze communication problems and potential solutions within organizations.
26. Communicate knowledge about organizational communication.
27. Demonstrate their sensitivity to ethical issues that pervade organizational communication and decision making and apply this sensitivity to their own organizational experiences.
28. Explain the influence of problem-solving techniques, team processes, and environmental conditions on creativity in organizations.
29. Describe the innovation process, including the innovation value chain, the role of champions, and commercializing an innovation.
30. Explain the process involved in managing creativity or innovation effectively and apply this knowledge to your own creative idea or innovation.
31. Analyze organizational practices that facilitate creativity and innovation.
32. Demonstrate case study analysis skills (specifically, identifying critical issues in case studies and applying course material to case studies).
33. Demonstrate the importance of human resource management as a field of study and as a central management function.
34. Articulate the implications for human resource management of the behavioral sciences, government regulations, and court decisions.
35. Demonstrate the elements of the HR function (e.g., recruitment, selection, training and development, etc.) and apply each element's key concepts and terminology.
36. Apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems.
37. Apply critical thinking skills in resolving ethical issues.
38. Describe and analyze ethical issues and dilemmas.
39. Demonstrate awareness of one's own values and investigate the interrelationships and tensions that occur between personal, professional, and societal values.
40. Employ theoretical frameworks for analyzing ethical situations.
41. Apply the principles and practices of interpersonal, group, and leadership ethics to situations involving communication, exercise of influence, organizational citizenship, and social responsibility.
42. Analyze and discuss contemporary examples of digital culture using digital media theories.
43. Assess both positive and negative effects of digital media on individuals, communities, and organizations.
44. Explain how digital media affects your personal and professional lives.
45. Articulate how digital technology influences social practices, and how people shape digital technology.
46. Access resources and services available at GWU's Library.
47. Outline the steps involved with the information research process.
48. Develop a focused research topic.
49. Identify key terms and develop a search strategy.
50. Search online databases using keywords, subjects, and advanced options.
51. Discuss the difference between popular and scholarly resources.
52. Evaluate the quality of web-based resources.
53. Define, recognize, and avoid plagiarism.
54. Correctly cite resources using APA style.

### Admission Requirements

The requirements for student admission to the BAOL program include:

1. Completion of an admission application;
2. Submission of official transcripts from all colleges, universities, and any prior training institutions previously attended;
3. Submission of official transcripts from any institution attended during the interim if applying for readmission as a former student; and
4. Minimum GPA of 2.5 on a 4.0 scale.

Applicants must have earned at least 24 hours of college credit; those with 48 or more transferable hours may be admitted without additional review. Applicants with fewer than 48 transferable hours will work with their assigned success coach in collaboration with the academic program leadership of the applicant's chosen major of study to produce a written curriculum plan establishing a clear path to graduation.



## Program Requirements

### Required Major Hours (33 hours)

|         |   |   |
|---------|---|---|
| ORL 320 | Introduction to Organizational Leadership       | 3 |
| ORL 330 | Organizational Theory                           | 3 |
| ORL 340 | Theory and Practice of Leadership               | 3 |
| ORL 400 | Leadership Development                          | 3 |
| ORL 420 | Organizational Behavior                         | 3 |
| ORL 430 | Organizational Communication                    | 3 |
| ORL 450 | Organizational Innovation and Change Management | 3 |
| ORL 460 | Introduction to Human Resource Management       | 3 |
| ORL 470 | Ethical Leadership                              | 3 |
| ORL 480 | Digital Culture and Society                     | 3 |
| ORL 490 | Principles of Disciplined Inquiry               | 3 |

Total Credit Hours: 33

# The Gayle Bolt Price School of Graduate Studies

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## Mission

The mission of the Gayle Bolt Price School of Graduate Studies is to provide opportunities for high-quality advanced study to individuals holding degrees from regionally accredited institutions, within a context that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service, and leadership. The curricula emphasize knowledge of the literature of the discipline and engage students in research and/or professional practice and training experiences.

## Goals

In order to fulfill its mission, the Gayle Bolt Price School of Graduate Studies has the following goals:

1. To ensure that students receive high-quality instruction from graduate faculty who encourage independent, critical thinking and effective communication; who integrate current theories and research into coursework; and who model the scholar and professional as theorist and practitioner;
2. To ensure that the curricula of the various graduate programs provide students with both depth and breadth of content;
3. To ensure that the curricula of the various graduate programs provide students with the 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 the opportunity to engage in research and/or appropriate professional practice and training experiences; and
5. To ensure that students receive accurate, timely, and helpful advising information.

## Programs

### Godbold College of Business

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- Master of Business Administration (p. 255)
- International Master of Business Administration (p. 257)
- Master of Sport Management (p. 258)
- Master of Wealth and Trust Management (p. 259)
- Dual Master of Business Administration/Master of Divinity (p. 334)
- Dual Master of Business Administration/Master of Science in Nursing (p. 298)
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Graduate Certificate in Business Foundations (p. 262)

Post-Master's Certificates in Accounting, Economics, Finance, Healthcare Management, Human Resources Management, International Business, Management, Management Information Systems, Marketing (p. 263)

### School of Psychological Science and Counselor Education

Master of Arts in Clinical Mental Health Counseling (p. 271)

Master of Arts in Clinical Mental Health Counseling with concentration in Marriage, Couples, and Family Counseling (p. 272)

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Post-Master's Certificate in Clinical Mental Health Counseling (p. 269)

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### College of Education

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#### Physician Assistant Studies Program

Master of Physician Assistant Studies (p. 304)

#### Department of Religious Studies and Philosophy

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Dual Master of Arts in Religion/Master of Divinity (p. 337)

#### Department of Health, Sport, and Physical Education

Master of Arts in Sport Education (p. 312)

*For programs in Divinity, see the Divinity section of the Catalog.*

## Admissions

Application materials are available online or from the Office of Graduate Admissions. For program-specific requirements, refer to subsequent program sections.

1. Submit an application form along with a nonrefundable processing fee.

2. Arrange for the required transcripts to be sent directly from each regionally accredited institution attended. Unofficial transcripts may help expedite the admission process, but full admission will not be granted until official transcripts have been filed.
3. Submit professional references on the program-specific recommendation form downloadable from the Graduate Admissions website. Appropriate references might include (1) current or past professor, (2) current or past supervisor, (3) academic or business professional. (See specific program requirements for references.)
4. For applicable programs, arrange for submission of an official report of required standardized test scores. Unofficial scores may help to expedite the admission process, but full admission will not be granted until official scores have been filed.

When an application is complete, it will be evaluated by an admissions committee. The applicant will receive official notification of the committee's decision from the Dean of the School of Graduate Studies. Due to the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

### Requirements for International Students Seeking F1 Status

In addition to the standard admissions application procedures, international applicants must complete the steps listed below in order to be considered for admission to Gardner-Webb University.

1. Proof of English proficiency in reading and writing must be provided. Test results from the following are accepted.
  - a. Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), 173 (computer-based), or 61 (internet-based)
  - b. International English Language Test System (IELTS) with a minimum score of 5.0
  - c. SAT or ACT scores may be used in lieu of TOEFL or IELTS with minimum scores met
  - d. Student holds a bachelor's degree from an accredited university in the United States
  - e. Primary language is English verified by the Office of Graduate Admissions
2. Transcripts of college credit received from institutions outside the United States must first be submitted to World Education Services, Inc., (WES) or an approved similar evaluation service for a course-by-course evaluation before being submitted. Please email [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu) for a complete list of evaluators. This must be done prior to enrollment at Gardner-Webb.

In addition to the items listed above, international applicants planning to study in the United States must submit the following documentation.

1. **Passport:** A copy of a current passport is required as part of the admissions material.
2. **Visa Status:** A copy of any current U.S. visa must be provided.
3. **Documents to Show Financial Responsibility:** A copy of the most recent bank statement showing sufficient balance to cover financial support for first year of school is required. This can be the bank account of the prospective student, a family member, or other.
4. **International Student Information Form:** Please submit this completed form with other admissions materials in order for the University to issue a Form I-20. The Form I-20 is necessary for an international applicant to apply for a student visa at the appropriate U.S. embassy or consulate.
5. **International Students Transferring from Another U.S. Institution:** Please submit the International Student Transfer Form, in addition to the International Student Information Form. Also, please submit copies of your current Form I-94, current Form I-20, and current student travel visa.

The visa status of students residing in the United States during the time of study will determine the availability of online and distance study. All students studying in the United States must follow the U.S. Department of Homeland Security regulations regarding online and distance courses. International students residing outside the United States are eligible for admission to fully online programs.

Additional information and international student forms may be obtained by emailing [gradschool@gardner-webb.edu](mailto:gradschool@gardner-webb.edu).

### **Types of Admission Status**

Admission for graduate study at Gardner-Webb University is granted in the following categories.

#### **Full**

An applicant who meets all criteria for admission to any degree program may be granted full acceptance.

#### **Provisional**

Depending on program-specific admissions criteria, an applicant who does not meet the formal requirements for full acceptance may be granted provisional acceptance. A student accepted provisionally must meet any specified stipulations before being granted full acceptance.

In most instances students must meet the stipulations of provisional acceptance within the first six hours of graduate work completed at Gardner-Webb. Any exceptions to the six-hour policy must be agreed upon by the Dean of the School of Graduate Studies and director/coordinator of the program at the time of the provisional acceptance 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.

#### **Conditional**

In a program which permits conditional acceptance, an applicant whose file is in the final stages of completion may be permitted to enroll in a first semester of study on the condition that the file be completed prior to registration for a second semester. When the file is complete, it will undergo an administrative review to determine whether the requirements for provisional or full acceptance have been met. Students who fail to complete their file by the end of the first semester of study may reapply for admission to the program once it is complete.

#### **Non-Degree-Seeking**

A student entering the School of Graduate Studies to take courses for professional or career enhancement may enroll as a non-degree-seeking student. A maximum of six credit hours may be taken as a non-degree-seeking student and applied toward a degree at Gardner-Webb.

#### **Transient**

Transient status is assigned to an applicant from another recognized graduate institution who enrolls at Gardner-Webb to take courses for transfer to the institution in which he or she is a degree candidate. A transient student must submit an abbreviated application for admission to the School of Graduate Studies and a letter from the dean or director of the program in which he or she is regularly enrolled indicating good standing. See program sections for additional information if applicable.

#### **Readmission of Former Students**

Any student who does not register for three consecutive terms (summer counts as one term) must apply for readmission and be readmitted before resuming graduate work. Specific schools or programs may require updated references, verification of current licensure, and/or updated criminal background check as part of the readmission process.

#### **Transfer of Courses for Graduate 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 probation.

A student seeking to transfer courses must complete the Approval of Graduate Course Credit form located in the Graduate Forms folder in WebbConnect. Please note there is a processing fee associated with each course transfer request. See Expenses (p. 249) for more information.

#### **Incoming Students**

The primary purpose of the transfer of credit policy is to grant incoming students credit for graduate work previously completed.

With the approval of the coordinator/director of the program and the Dean of the School of Graduate Studies, a maximum of six credit hours may be accepted from a regionally accredited graduate school toward the fulfillment of requirements for a degree, certificate, or add-on licensure program. Additional program-specific guidelines related to transfer credit hours are listed below.

*DBA:* Maximum of eight transfer credit hours allowed.

*MA in Mental Health Counseling:* Maximum of nine transfer credit hours with consideration of three additional hours through an appeals process.

*MA and Certificate Programs in Education:* Transfer credit may not be possible because of the modular curriculum and cohort approach of these programs.

*EdS and EdD in Organizational Leadership:* No transfer credits allowed.

*EdD in Curriculum and Instruction and EdD in Educational Leadership:* Maximum of nine transfer credit hours allowed.

*MS in Strength and Conditioning:* Maximum of nine transfer credits allowed.

*DNP-FNP, DNP-PMHNP, and Post-Doctoral FNP or PMHNP Certificate:* Maximum of six credit hours as described above or a maximum of nine transfer credit hours allowed if one or more courses submitted for consideration include graduate-level courses in Pathophysiology, Pharmacology, and/or Health Assessment.

*Physician Assistant Studies Program:* No transfer credits allowed.

Credit will not be given for courses taken more than six (6) calendar years before acceptance to graduate study or for courses required to earn another completed degree.

Students currently enrolled in a graduate degree program at Gardner-Webb must have prior written approval to take courses from another institution for transfer credit.

#### **Currently Enrolled Students**

Currently enrolled students are expected to take the appropriate courses offered by Gardner-Webb. However, permission may be granted to take courses offered by other institutions when the appropriate course is not offered by Gardner-Webb or when it is more convenient for the University to approve a course for transfer than to offer the course by special arrangement. Students must satisfy licensure competencies as well as perform satisfactorily on program comprehensive exams. In addition, Registrar Services must have an original transcript on file showing the transfer course(s) before Commencement, or the student's graduation may be delayed.

#### **Graduate Credit for Undergraduate Students**

Undergraduate students may be enrolled in graduate courses for two main reasons.

In the first case, academically strong students at Gardner-Webb University may be permitted, under special circumstances, to register for graduate courses with the permission of the faculty member teaching the course and the appropriate graduate coordinator/director or dean/chair of the school/department. In this case, graduate-level courses may not be counted toward both the bachelor's and master's degree.

In the second case, students may be allowed to begin graduate work in a specific program before completing the undergraduate degree, then "double-count" some of the graduate work toward both the bachelor's and the master's degree upon completion. Restrictions apply with regard to the number of graduate hours that can be taken as an undergraduate student in this case and can be found in the catalog with specific program documentation.

In all cases, students enrolled in graduate courses are subject to the policies and procedures governing those courses.

## **Academic Information**

### **Time Limits**

Unless a more restrictive limit is specified by a program, students have a limit to complete their degree of six (6) calendar years in master's programs and seven (7) calendar years in doctoral programs, from the beginning of the term in which they complete their first graduate course at Gardner-Webb University toward the degree they are currently seeking. Students who experience extenuating circumstances may apply for an extension by completing the Graduate Studies Time Limit Extension Form located in the Graduate Forms folder in WebbConnect and submitting it to their program director/coordinator. Doctoral students should also ask their chair to complete the applicable form areas before submission to their program director/coordinator. Once the form has been completed by the student, the doctoral chair (if applicable), and the program director/coordinator, it will be sent to the Dean of the Gayle Bolt Price School of Graduate Studies. The Dean then notifies the student by letter of the extension decision, along with terms of the extension and related stipulations. A copy of the letter is sent to Registrar Services and to the program director/coordinator. If the student is not satisfied with the program faculty's decision, that student has the right to appeal, as outlined in the academic appeals process.

Courses that were completed more than six calendar years prior may not be used to fulfill the requirements of a degree without the permission of the program faculty.

### Course Selection

Course selection includes academic advising, registration, and payment of fees. Graduate student advising is provided by a faculty advisor in the student's field of study (usually the program director/coordinator) who is assigned to each student on acceptance into the program. Deans/Chairs of Schools/Departments function as secondary advisors to every student, and additional assistance is provided on an as-needed basis by staff members of the Graduate Studies Office.

First-semester students are registered by the Graduate Studies Office, the Office of Graduate Admissions, or the academic program office, depending on the program. After the first semester, students who are responsible for their own registration for courses (in contrast to students who are enrolled automatically in the next course in sequence) receive communication related to advisement and registration directly from specific programs. Faculty advisors are available in person, or by email, phone, or virtual conferencing.

During pre-registration, students should consult with their academic advisors on course selection and other degree requirements. However, it is the responsibility of the student to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisors consider it essential, they should not change the schedule after registration.

### Administrative Changes in Class and Schedule

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

### Adding, Dropping, and Withdrawing from Courses

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

After the schedule modification period, any official withdrawal from a class must be done by the student through Registrar Services. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Check the Academic Calendar for dates.

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

The directions for withdrawing are listed below.

1. Log in to WebbConnect
2. Select Graduate Forms
3. Select Withdrawal Form for Graduate Students

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

Before withdrawing from a class or the University, students should refer to the "Charge Reduction Policy (p. 249)" in the Expenses section of this Catalog in order to understand the financial implication for their account.

### Removal from Class

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student's conduct is distracting or disruptive to the educational environment in the classroom or online environment, the instructor may request that the disruptive student leave the class immediately. Such students may not return to the classroom or online environment until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The instructor should inform the Dean of the School of Graduate Studies as soon as possible. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Graduate Student Conduct, the student's final grade will be a "W" or a "WP/WF" if the date of dismissal is beyond the grading period for a "W."

In the event a student refuses to remove him/herself upon request, the instructor should contact University Police immediately, or in the case of an offsite facility, local law enforcement.

### **Medical Withdrawal Policy**

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A request for a medical withdrawal must be submitted prior to the beginning of final exams for the semester in which the medical withdrawal is desired. A medical withdrawal request is initiated through the submission of the online Withdrawal Form for Graduate Students located in the Graduate Forms folder in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student's medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner's name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of academic dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook requirements, and accreditation requirements at the time of the student's return will apply.

Any appeal for a retroactive medical withdrawal must be initiated by the end of the next Fall or Spring semester. Documentation for these appeals includes the same materials required for other medical withdrawal requests but must also include an explanation as to why the medical withdrawal request could not have been made by the normal deadline (i.e., by the beginning of final exams for the semester in which the medical withdrawal is desired).

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the University. This documentation should follow the same format as above. In addition, the specific program time limit policies with the beginning of the term in which students complete their first graduate course toward the degree continue to apply to students who are granted a medical withdrawal.

### **Military Deployment Policy**

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester, regardless of the student's current grade(s) in the course(s). If a student is deployed toward the end of a semester but still wants to complete the course(s), the student must contact his/her instructor(s) to reach agreement on the terms of the completion, which may include requesting an "Incomplete." The Student Accounts Office will give special consideration to student bills when there is a military-deployment-related withdrawal. A copy of the student's military deployment orders is required.

### **Deceased Student Policy**

Gardner-Webb University will process a Complete Withdrawal Form upon the death of a student who is currently enrolled. Non-punitive grades of "W" or "WP" will be issued for the course(s) for the student's academic record for the semester.

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

### **Academic Course Load**

In the School of Graduate Studies, full-time status is typically defined as a minimum of six credit hours. Standard academic course load is defined by each program based on normal completion times. Specific information regarding academic course loads can be found with specific program information in the Catalog. Outside the Physician Assistant Studies, DNP, EDLS, EDCI, MBA, and MBA10 programs, the maximum academic course load for which students may register is nine credit hours during Fall and Spring semesters and 13 credit hours during Summer 10-week semesters. (The maximum academic course 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 academic course load; such a request must be approved by the student's advisor, the program director/coordinator, and the Dean of the School of Graduate Studies.

### **Auditing Courses**

In a graduate program in which auditing courses is permitted, prior approval of the instructor and the graduate program director/coordinator is required on a completed Graduate Audit Request Form available in the Graduate Forms section of WebbConnect prior to the end of the schedule modification period for the course. A current Gardner-Webb student will be charged the current Audit Fee and any applicable course fees if the audit is approved. Individuals who are not current Gardner-Webb students must submit an application to the Office of Graduate Admissions and provide an official transcript of their highest degree earned in addition to submitting the Graduate Audit Request Form and paying the current (p. 249) Audit Fee (p. 249), if approved. Auditors are eligible to participate in class activities and assessments, but faculty are not obligated to provide services, including, but not limited to, grading, advising, mentoring, or counseling. All auditors are subject to the regulations of the Graduate Student Code of Conduct and the attendance regulations of the University and the instructor. Courses audited earn no academic credit and are indicated by an AU on the transcript.

### **Credit by Exam Policy**

In a program which permits credit by challenge examination, a student who has experience, training, and/or previous academic work comparable to that taught within a particular graduate course may request the option of taking a challenge examination to demonstrate mastery of the course content. The request will be made on the Graduate Challenge Exam Completion Form found in the Graduate Forms section of WebbConnect. This challenge examination 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/Chair of the School/Department in which the course is offered. The number of total hours challenged may not exceed a student's graduate program guidelines. The request must be made after consultation with the advisor and within the first twelve credit hours or first calendar year of current enrollment, whichever comes first.

The request must be accompanied by payment at the current Credit by Exam (p. 249) Fee. The Dean/Chair of the School/Department will appoint a committee (including the student's advisor) to review the request, and if it is approved, will appoint the examining instructor. If the examination results are acceptable, the examining instructor will report the results to the director/coordinator of the student's graduate program, who will notify the Dean of the School of Graduate Studies who will notify the Registrar. Registrar Services 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.

### **Attendance Policy**

Gardner-Webb University is grounded in the idea of educating its students holistically within the traditions of Christianity and the liberal arts. At the center of both guiding principles of the University is the idea of community and interpersonal relationships. Spiritual, moral/ethical, and intellectual growth are all broadened, enriched, and made more meaningful within a community of individual growth. Therefore, in order to ensure that students interact with others engaged in this search for growth and knowledge, Gardner-Webb University requires that students regularly attend and participate in the class meetings and activities designed to encourage aspects of this growth in each of their courses. This provides the philosophical foundation for the University's Attendance Policy which follows.



Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of "@F" in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies governing the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for classwork. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence. All absences, regardless of reason, apply toward the 25% threshold.

## Examinations and Assessments

Comprehensive final examinations or assessments 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 course unless excused by the instructor. If the student is excused, an Incomplete (I) will be recorded.

## Grades

### Grades

Graduation is dependent upon quality as well as upon quantity of work done. Letter grades are used. They are interpreted in the table below with the quality points for each hour of credit shown at the right.

| <b>Grades</b>                       | <b>Hours Attempted Per Credit Hour</b> | <b>Quality Points Per Credit Hour</b> |
|-------------------------------------|--|---------------------------------------|
| A                                   | 1                                      | 4                                     |
| A-                                  | 1                                      | 3.67                                  |
| B+                                  | 1                                      | 3.33                                  |
| B                                   | 1                                      | 3                                     |
| B-                                  | 1                                      | 2.67                                  |
| C                                   | 1                                      | 2                                     |
| F                                   | 1                                      | 0                                     |
| FX - Failure or Academic Dishonesty | 1                                      | 0                                     |
| P - Passing                         | 0                                      | 0                                     |
| I - Incomplete                      | 1                                      | 0                                     |
| IN - (see below)                    | 0                                      | 0                                     |
| W - Withdrew                        | 0                                      | 0                                     |
| WP - Withdrew Passing               | 0                                      | 0                                     |
| WF - Withdrew Failing               | 1                                      | 0                                     |
| @F - Administrative Failure         | 1                                      | 0                                     |
| @W - Administrative Withdrawal      | 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 Incomplete may be assigned only when a small amount of coursework (e.g., test, project, research paper, or final exam) is not submitted by the end of the course. An Incomplete is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an I in place of the grade for the student needing an Incomplete. Within 24 hours of submission, Registrar Services will send the faculty member an e-mail notification that the Incomplete Contract is available through WebbConnect under the Manage Classes folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends the contract to the student via the student's Gardner-Webb email address. The student must accept the contract in order to confirm the Incomplete. If the student denies the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days (or 28 days for eight-week courses) after the last day of the term in which the I was submitted. If the 90-day (or 28-day for eight-week courses) period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no grade is submitted at that time, the Incomplete is converted to a final grade of F. Once the F is recorded, the student, the advisor, and the faculty member are notified by e-mail.

An IN is assigned in the following cases: (1) individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines; (2) students in courses with a multi-semester component which are not completed by grading deadlines.

A W will be assigned when a student withdraws from a course during the first 40% of the term. After the first 40% of the term, a WF or WP is assigned by the instructor based upon the instructor's assessment of the student's work at the date of withdrawal. The WF 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.

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 instructor or the Registrar 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 an @W or @F has already been assigned by the Registrar, an instructor may assign a regular F at the end of the term as he/she deems appropriate.

A student only has one opportunity to repeat a course in which they received a grade equivalent to an F, including @F, WF or FX, as described under the provisions below.

The FX grade is assigned for reasons of academic dishonesty and counts against a student's GPA just as a grade of F does. It is assigned by the Registrar upon written request of the instructor of record in accordance with the University's policy on academic dishonesty. Once the grade is assigned, it appears on the transcript as a permanent indication of an incident of academic dishonesty. University policy on repeating courses does not apply in the case of an FX. A student may repeat the course, but the FX remains on the transcript and will continue to be calculated into the GPA.

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.

A student who has a question about a grade should consult the instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may address the matter following the process described in Academic Grievance and Appeal Procedures (p. 244).

Under no circumstances will a grade be changed after having been reported to the Registrar without the approval of the applicable associate provost.

Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Student Accounts Office.

### **WF Grade**

Any admitted student receiving a grade of WF 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 a WF 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 WF, making at least a B. If a grade of B or higher is not earned, the student will be dismissed from the program. 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 calculating the Gardner-Webb grade point average, although the lower grade will remain on the official transcript.

### **@F Grade**

Any admitted student receiving a grade of @F in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual-degree-seeking students who receive an @F in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the @F, making at least a B. If a grade of B or higher is not earned, the student will be dismissed from the program. 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 calculating the Gardner-Webb grade point average, although the lower grade will remain on the official transcript.

### **F Grade**

Any admitted student receiving a grade of F in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual-degree-seeking students who receive an F in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the F, making at least a B. If a grade of B or higher is not earned, the student will be dismissed from the program. 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 calculating the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. No more than one F may be repeated.

### **FX Grade**

Any admitted student receiving a grade of FX 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. If a grade of B or higher is not earned, the student will be dismissed from the program. Once the grade is assigned, it appears on the transcript as a permanent indication of an incident of academic dishonesty. University policy on repeating courses does not apply in the case of an FX. A student may repeat the course, but the FX remains on the transcript and will continue to be calculated into the GPA.

### **C Grade**

A student who receives nine hours of C grades will be suspended from the program in which the grades were received. The student may reapply to that program after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. If the student earns only a total of nine credit hours of C grades 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.

### **Grade Point Average**

A graduate student's general academic performance is indicated by a current-term grade point average (GPA) and a cumulative GPA. The current-term and cumulative GPAs are determined by dividing earned quality points by attempted credit hours. Both values are calculated based only on work completed at Gardner-Webb in the student's current degree or certificate program of enrollment. In addition, a total institutional GPA is calculated and represents combined academic work at Gardner-Webb as of the last term of attendance. The cumulative GPA in the student's current degree or certificate program determines the student's eligibility for graduation.

### **Academic Standing**

A student's status in the program is listed on the transcript under the category "Academic Standing." In most cases, this notation will read "Good Standing." Any change in status (academic probation, academic suspension, programmatic suspension, or programmatic dismissal) will be listed on the student's transcript under this heading on the semesters for which that status applies.

#### **Academic Probation, Suspension, Dismissal**

A student must have an average of 3.0 overall to be awarded a degree or a post-master's certificate in the School of Graduate Studies. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be suspended. A suspended student may reapply after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A student may not take courses for transfer credit from another institution while on suspension or on probation.

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

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual-degree-seeking students who are dismissed from one program may continue to pursue their degree in the other program.

Failure to make adequate academic progress or meet standards of professionalism detailed in a program's student handbook may result in probation, suspension, or dismissal. In the event that a student is dismissed from a program during a term in process, the student's final course grade(s) will be a "W" or a "WP"/"WF" if the date of dismissal is beyond the grading period for a "W."

#### **Repeating Passed Courses**

If a student's mastery of a previously passed graduate course will be improved by retaking the course, he or she may do so with the permission of the program director/coordinator and the Dean/Chair of the School/Department who will inform the Registrar that permission has been granted. Only the higher grade will be counted in calculating the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. Only the hours earned from the repeated course will be included in the calculation of hours to meet the degree requirements.

## **Academic Honesty**

### **Graduate Programs Code of Academic Integrity**

#### **Preamble**

As students willingly accept the benefits of membership in the Gardner-Webb academic community, which was founded on the ideals of Christianity, they acquire obligations to observe and uphold honesty, integrity, and truthfulness.

Gardner-Webb University expects its graduate students and faculty to display academic integrity. As in any community, this institution must be governed by regulations, which function best when they are fully understood, accepted, and cherished by every member of the academic community. Therefore, all graduate students and faculty members are expected to be familiar with, and to base their actions upon, the following statements regarding academic integrity.

#### **Code of Graduate Student Academic Integrity**

The Code of Academic Integrity governs the responsibility of students in the various graduate programs of Gardner-Webb University to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties.

#### **Student Responsibilities**

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

Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.

Students are ultimately responsible for understanding faculty members' instructions for assignments. If instructions are not clear, students must seek clarification from instructors.

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 instructor.

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 instructor in the course. A Report of Academic Dishonesty Form describing the alleged violation in full is initiated by the instructor and completed either in person, by registered mail, by email, or by fax between the graduate student and the instructor. Prior to completion, the course instructor should consult with Graduate Studies to determine whether a history of prior infractions exists and with the dean or director/coordinator of the program involved for guidance on recommended penalties. 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 instructor. The instructor then sends the completed Report of Academic Dishonesty to the Chair of the Graduate Council, who sends a copy to the Dean of the School of Graduate Studies and to the dean or director/coordinator of the program involved.

#### **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 Dean of the School of Graduate Studies within seven days of the date of the plea. The written explanation should include all circumstances and grounds for contesting the charges. The instructor sends the Report of Academic Dishonesty and the student sends his/her written explanation to the Dean of the School of Graduate Studies and to the dean or director/coordinator of the program involved. When the Dean of the School of Graduate Studies receives the completed Report of Academic Dishonesty (available on WebbConnect) and the student's written explanation, the Dean of the School of Graduate Studies, in consultation with the dean or director/coordinator of the program involved appoints an Appeals Committee composed of the Dean of the School of Graduate Studies 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 instructor 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 included in calculating the student's grade point average.

## **Academic Grievance and Appeal Procedures**

### **Fair Process for Academic Problems**

Appeals with regards to academic matters fall into three main categories: appeals related to a specific course, appeals related to applications of written policy, and appeals related to charges of academic dishonesty. Students should consult the appropriate section related to the type of appeal they are making.

#### **Grounds for Academic Appeals**

Students must be clear about the reasons why they believe an academic-related decision is incorrect before lodging an appeal. An appeal can only be considered on one or more of the following grounds:

- Circumstances existed affecting the student's performance of which the body in question was not aware when its decision was made, and which could not reasonably have been presented at the time;
- A procedural error/irregularity or other inadequacy on the part of the University of such a nature as to cause doubt as to whether the result would have been different had there not been such an irregularity; or
- Evidence of prejudice or bias on the part of the instructor or body making the decision.

Detailed information related to these specific grounds for appeal can be found in the Graduate Student Handbook. An appeal cannot be made against the academic judgment of instructors with regards to a grade for a specific assignment or activity within a course. If a student is dissatisfied with a particular assignment/activity grade awarded to them, they are advised that the correct route is to follow up within their School/Department/Program and inquire whether any feedback/further clarification can be provided on the basis for the specific grade on that assignment/activity. Since this is a matter of academic judgment, however, please note that a student should not have any expectation that a specific assignment/activity grade will be changed.

#### **Specific Course Appeals Procedure**

In all cases where a student wishes to appeal a final grade or any other aspect of a specific course, the student must first discuss the matter with the instructor. The student must initiate this discussion no later than seven business days after the final grade is officially posted by the university.

If the instructor does not resolve the problem to the student's satisfaction, the student has seven business days to complete the *Specific Course Appeal – Graduate* form and submit it to the Dean of the School or the Chair of the Department. Decisions from all individuals consulted in the appeals process should be documented on the *Specific Course Appeal - Graduate* form. This form can be found in the Graduate Forms section of WebbConnect.

The student has seven business days after receipt of notice of an adverse decision by the Dean of the School or the Chair of the Department to take the matter to Dean of the School of Graduate Studies, who will convene the Appeals Committee of the Graduate Council to hear only those parties involved and determine whether to grant or deny the appeal. This decision will be communicated in writing to the student, instructor, and Dean of the School or the Chair of the Department.

Once the Appeals Committee communicates its decision, the student, instructor, or Dean of the School or the Chair of the Department may appeal the decision to the Provost within seven business days. The Provost may meet with one or more of the persons involved, or decide the appeal based on the available written information, in the Provost's discretion. The Provost's decision is final.

#### **Applications of Written Policy Appeals Procedure**

Students also have the right to appeal adverse outcomes resulting from the application of written academic policies. The student must complete the *Application of Written Academic Policy Appeal - Graduate* form and submit it to the Coordinator/Director of their program of study no later than seven business days after the student receives notice of the adverse outcome. This form can be found in the Graduate Forms section of WebbConnect. Decisions from all individuals consulted in the appeals process should be documented on the *Application of Written Academic Policy Appeal - Graduate* form.

After consideration, the Coordinator/Director will send the signed form along with their recommendation for approval or denial to the Dean of the School or Chair of the Department. The student has seven business days after receipt of notice of an adverse decision by the Dean or Chair to take the matter to the Dean of the School of Graduate Studies, who will convene the Appeals Committee of the Graduate Council to hear only those parties involved and determine whether to grant or deny the appeal. This decision will be communicated in writing to the student, Coordinator/Director, and Dean of the School or the Chair of the Department.

Once the Appeals Committee communicates its decision, the student, Coordinator/Director, or Dean of the School or the Chair of the Department may appeal the decision to the Provost within seven business days. The Provost may meet with one or more of the persons involved, or decide the appeal based on the available written information, in the Provost's discretion. The Provost's decision is final.

#### **Academic Dishonesty Appeals**

Students also have the right to appeal academic matters with regard to academic dishonesty decisions. The full process for this type of appeal and all procedures are described in the section on Academic Honesty (p. 243). The deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed.

For non-academic appeals see the Graduate Student Handbook.

#### **Provisions Applicable to All Appeals**

When counting "business days" the following are not counted: weekends; holidays; and days the university is not in session (as determined by the Academic Calendar).

If a student fails to state one or more of the allowed grounds for appeal, the appeal shall be dismissed. Such a dismissal constitutes an "adverse decision" that may be appealed as described above.

Instructors and university administrators involved in the appeal process should act as expeditiously as possible. Absent exigent circumstances, no case should be concluded later than the last day of exams of the following semester as indicated by the university Academic Calendar.

Students are responsible for timely initiating and advancing their appeals to the next level. Failure to meet a deadline means that the appeal is at an end unless a time extension is granted. Requests for time extensions must be brought to the attention of the Dean of the School of Graduate Studies no later than three business days after expiration of the deadline. Time extensions will be granted only upon a showing that the student missed a deadline due to illness or other events outside the student's control. If the requested time extension is not granted the most recent decision is final.

Unless an exception is made for good cause shown, parents or other advocates (including attorneys) may not be present.

At no time after the discussion with the faculty member may the student introduce new evidence or information that was not made available to the instructor unless the evidence or information was not reasonably available to the student prior to the discussion with the instructor, or for other compelling reason(s), as determined by the Dean of the School of Graduate Studies. If the student is allowed to introduce new evidence or information the matter is returned to the first level and the process resumes from there. If the student is not allowed to introduce the new information or evidence the appeal continues as before, without consideration of the new information or evidence.

Absent the applicability of other university policies or circumstances requiring suspension of registration, such as disciplinary suspension, students with active appeals may continue to be registered and attend classes until conclusion of their appeal. If a student who remains registered loses their appeal and is subsequently dismissed or suspended, refund of tuition and fees, if any, shall be in accordance with university policy.

## **Graduation**

### **Application**

Each student is responsible for fulfilling all requirements for the chosen degree or certificate program. In cooperation with his/her advisor, degree-seeking and certificate students are also responsible for filing an Application for Graduation with the Registrar through WebbConnect. Students must apply for graduation or certification by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled Commencement.

### **Commencement Participation Policy**

Candidates are not required to be present at Commencement. Students who cannot attend Commencement must notify Registrar Services by sending an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

### **Transcripts**

The Registrar will furnish transcripts of credit upon written request. Official copies are \$15 each, and this fee should accompany the request.

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

## **Graduate Council**

The Graduate Council is the governing body for all graduate programs in the Gayle Bolt Price School of Graduate Studies. Graduate students are represented each year on the Graduate Council by a representative who has voting privileges on the Council.

## **Academic Support Services**

### **Academic Advising**

Graduate student advising is provided by a faculty advisor in the student's field of study (usually the program director/coordinator) who is assigned to each student upon acceptance into the program. Deans/Chairs of Schools/Departments function as secondary advisors to every student, and additional assistance is provided on an as-needed basis by the staff in the Graduate Studies Office.

### **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 and include 172,000 print books, nearly 12,000 bound periodicals, and many other materials such as DVDs, CDs, and computer files. The Library has access to over 600,000 eBooks, nearly 150,000 journal titles in 150+ electronic databases, 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. The University Archives features the Fay Webb Gardner Papers, the Kings Mountain Baptist Association records, and University and local church ephemera. The Digital Commons holds digitized copies of archival materials as well as faculty and student scholarship.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone, or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's homepage, [gardner-webb.edu/library](http://gardner-webb.edu/library), provides access to the online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for their WebbConnect username and password in order to access the Library's subscription databases.

### **Library Privileges**

Off-campus students may use the Interlibrary Loan service in order to request books held in the Dover Memorial Library or in another library. Those books will be mailed to the student's home and must be returned to the Dover Memorial Library. Journal articles requested through Interlibrary Loan will be sent electronically to the student's email. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out and Interlibrary Loan privileges.

### **Noel Center for Disability Resources**

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by completing the Request for Services Form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined, the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training, and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

### **University Writing Center**



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

## Financial Information

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region. Tuition increases are usually implemented during the Summer term (with the exception of the Physician Assistant Studies program which is implemented in January); however, the University reserves the right to adjust tuition and other charges at the beginning of any semester if such adjustments are necessary in the judgment of the Board of Trustees.

Students are expected to review their Online Bill at the beginning of the semester and to make satisfactory financial arrangements no later than the end of the first full week of classes.

Most students are eligible to receive some form of federal or state financial assistance to offset tuition.

## Financial Aid

Gardner-Webb University admits students of any race, color, nationality, 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, or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletics, or other school-administered programs.

Many companies, foundations, school systems, and medical centers assist Gardner-Webb graduate students in the payment of tuition and fees. Students should investigate policies of their employers as well as check with local civic organizations to determine the availability of such funds.

### Graduate Assistantships

#### Goals for Assistantships

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields; and
2. To provide mature work assistance to appropriate programs and offices within the University while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

#### Policies for Assistantships

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Professional and Graduate Studies.
2. Awards are available for the academic year, including the Summer term, to those students carrying a full-time academic course 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.
8. Graduate Assistants cannot hold any other employment position provided through the University (e.g., Graduate Resident Directors, internships, and/or hourly employment) which would result in employment exceeding 29 hours per week.

#### 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 [fafsa.gov](http://fafsa.gov) to determine eligibility. Additional information is available from the Office of Financial Planning at 704-406-4243.

#### Graduate Resident Director Positions

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling 704-406-4300.

#### Gravett-Johnson Professional Travel Endowment Fund

Established December 2001 by Dr. Darlene J. Gravett in memory of her parents, Arthur W. and Nadine M. Johnson, this fund provides a limited amount of money to help pay expenses for graduate students in English who travel to professional conferences to make presentations. Apply through the English Department Chair.

### FELS Scholarships

The Forgivable Education Loan for Service (FELS) was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Please visit [cfnc.org/fels](http://cfnc.org/fels) for additional information including eligibility, award amounts, application procedures, and approved degree programs.

### Godbold College of Business Endowed Scholarships

The Godbold College of Business awards three scholarships each year for students in the Graduate College of Business. Graduate business students make application and recipients are selected by the faculty of the Godbold College of Business. The three endowed scholarships are as follows.

Godbold College of Business Board of Advisors Endowed Scholarship  
Mr. Tom Bell Endowed Scholarship  
Dr. Charles B. Tichenor Endowed Scholarship

## Expenses

### Tuition for the 2021-2022 Academic Year

#### Business

|  |          |
|--|----------|
| Master of Accountancy, International Master of Business Administration | \$630/hr |
| Master of Business Administration                                      | \$615/hr |
| Master of Business Administration - 10-month                           | \$665/hr |
| Master of Sport Management   | \$560/hr |
| Master of Wealth and Trust Management                                  | \$748/hr |
| Doctor of Business Administration                                      | \$927/hr |

#### Counseling

|  |          |
|--|----------|
| Master of Arts in Clinical Mental Health Counseling, Master of Arts in School Counseling | \$534/hr |
|--|----------|

#### Education

|  |          |
|--|----------|
| Master of Arts in Curriculum and Instruction, Master of Arts in Executive Leadership Studies | \$498/hr |
| Master of Arts in Instructional Technology   | \$498/hr |
| Doctor of Education  | \$560/hr |

#### English

|                           |          |
|---------------------------|----------|
| Master of Arts in English | \$498/hr |
|---------------------------|----------|

#### Exercise Science

|  |          |
|--|----------|
| Master of Science in Strength and Conditioning | \$498/hr |
|--|----------|

#### Nursing

|  |          |
|--|----------|
| Master of Science in Nursing, Nurse Administrator, Nurse Educator    | \$530/hr |
| Master of Science in Nursing, Primary Care Family Nurse Practitioner | \$695/hr |
| Doctor of Nursing Practice   | \$795/hr |

#### Physician Assistant Studies

|  |              |
|--|--------------|
| Physician Assistant Studies - Continuing Students Tuition Lock         | \$12,978/sem |
| Physician Assistant Studies - Spring 2021 Entering Cohort Tuition Lock | \$13,356/sem |
| Physician Assistant Studies - Spring 2022 Entering Cohort Tuition Lock | \$14,158/sem |

#### Religion

|                            |          |
|----------------------------|----------|
| Master of Arts in Religion | \$498/hr |
|----------------------------|----------|

#### Sport Education

|                                   |          |
|-----------------------------------|----------|
| Master of Arts in Sport Education | \$498/hr |
|-----------------------------------|----------|

#### Miscellaneous Fees

|                                     |          |
|-------------------------------------|----------|
| Application Fee                     | \$40.00  |
| Audit (per course)                  | \$225.00 |
| Auto Registration (annual)          | \$50.00  |
| Credit by Exam (per credit hour)    | \$150.00 |
| Digital Learning Fee (per semester) | \$75.00  |
| Graduate Certificate Fee            | \$75.00  |
| Graduation Fee                      | \$150.00 |
| Late Graduate Certificate Fee       | \$50.00  |
| Late Graduation Fee                 | \$50.00  |
| Non-Sufficient Funds/Returned Check | \$25.00  |
| Replacement Student ID Card         | \$10.00  |
| Transcript Fee                      | \$15.00  |
| Transient Credit Fee (per course)   | \$145.00 |
| Tuition Late Payment Fee            | \$60.00  |
| Tuition Non-Payment Fee             | \$110.00 |

The above fees are typical with enrollment in graduate programs. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

### Miscellaneous Academic Fees

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$10 to \$900. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (e.g., database licenses, portfolio review, etc.) as well as indirect expenses associated with a particular course.

### Deferred Payment Plan

Tuition, fees, and book charges are payable in full by the last day of the month in which classes begin; however, the University makes available a Deferred Payment Plan to students who prefer to make two payments during the Summer term or four payments during the Fall and Spring semesters rather than the full payment at the beginning of the semester. Students may sign up for the Deferred Payment Plan when viewing their Student Bill. The Student Bill may be accessed through the WebbConnect portal using the username and password assigned by Technology Services. Questions about the Deferred Payment Plan may be directed to the Student Accounts Office at 704-406-4287.

### Employer Paid Tuition

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

### Veterans Benefits

An individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill, benefits is permitted to attend or participate in a course of study during the period beginning on the date the individual provides to the educational institution a VA certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the following date, whichever comes first.

1. The date on which payment from VA is made to the institution.
2. Ninety days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Gardner-Webb University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities due to a delay in VA funding disbursement under Chapter 31 or 33. Likewise, a student is not required to borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

### Charge Reduction Policy

Registration in the University is considered a contract binding the student for charges for the entire semester, and the student remains responsible for tuition and fees for any course(s) from which the student has withdrawn. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Withdrawal Form should be completed electronically and may be accessed through WebbConnect. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester. Students who withdraw from individual classes after the schedule modification period will not receive a charge reduction.

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 Office of Financial Planning for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid, and thus becoming responsible for the entire balance.

### **Delinquent Student Accounts**

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

## **Graduate Programs**

### **Business**

Dean: M. Taylor

#### **Faculty**

Professors: D. Caudill, G. Gilsdorf, E. Godfrey, C. Metcalf, A. Negbenebor, F. Policastro

Associate Professors: S. Johnson, S. Kim, S. Mankins, L. Xiao

Assistant Professors: C. Sutton

#### **Mission**

The Godbold College 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 College 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 worldwide arenas. It also encourages both its faculty and its students to pursue lifelong learning, to value service to God and humanity, and to build character in students.

#### **Motto**

"For God and Humanity through Business"

#### **Degrees Offered**

Brinkley Financial Group Master of Wealth and Trust Management (MWTM)  
 Master of Business Administration (MBA)  
 Master of Accountancy (MAcc)  
 International Master of Business Administration (IMBA)  
 Master of Sport Management (MSM)  
 Doctor of Business Administration (DBA)

Two other degree programs are jointly offered with the School of Divinity (MDiv/MBA) and the School of Nursing (MSN/MBA). In addition, the School of Business offers a post-master's (Master's-Plus) Certificate and a Business Foundations Certificate.

#### **Accreditation**

The Godbold College of Business is fully accredited by the Accreditation Council for Business Schools and Programs (ACBSP), a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn.

#### **Application Requirements**

1. Submit an application form along with a nonrefundable processing fee.
2. Submit a curriculum vitae or detailed résumé of professional experience.
3. Arrange for the required transcripts to be sent directly from each regionally accredited institution attended. Unofficial transcripts may help expedite the admission process, but full admission will not be granted until official transcripts have been filed.
4. If required, arrange for submission of an official report of GMAT or GRE test scores. Unofficial scores may help to expedite the admission process, but full admission will not be granted until official scores have been filed.

Application materials are available online or from the Office of Graduate Admissions.

When an application is complete, it will be evaluated by an admissions committee. The applicant will receive official notification of the committee's decision from the Director of Graduate Business Programs. Due to the confidential nature of some items of information required for admission, the University reserves the right to reject any applicant without stating a reason.

### Admission Requirements

Admission to the University's graduate programs 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. Extracurricular involvement and leadership in college, useful assignments in military service, or substantial work experience will strengthen the application.

Admission to graduate study in Business is granted in the following categories.

#### Full Admission

An applicant who meets all of the formal requirements for admission to the MBA, MAcc, IMBA, MSM, or MWTM degree program or Graduate Business Certificate program is granted full admission. These requirements include the following Business-specific items.

1. A graduate degree from a regionally accredited university, OR
2. A bachelor's degree from a regionally accredited university with a minimum 3.0 overall GPA or minimum 3.0 GPA in last 60 credit hours of courses, OR
3. A bachelor's degree from a regionally accredited university with a minimum 2.5 overall GPA or minimum 2.5 GPA in the last 60 credit hours of courses, AND at least three years of professional work experience within a relevant industry sector as determined by the Admissions Committee and verified by a professional résumé, OR
4. A bachelor's degree from a regionally accredited university with a minimum 2.25 overall GPA or minimum 2.5 GPA in the last 60 credit hours of courses, AND
  - a. a minimum GMAT score of 450 (GRE is accepted using the GRE® Comparison Tool for Business Schools to convert the GRE score to GMAT equivalent), AND
  - b. a minimum score of 950 points based on 200 points times the GPA plus the GMAT score (for example, a 2.25 overall GPA and a 500 GMAT would result in a total of 950, which is acceptable for full admission).

NOTE: Consistent with the Bylaws of the Accreditation Council for Business Schools and Programs, Gardner-Webb recognizes degrees from non-US-degree institutions with degree-granting authority in their home country. Prospective graduate students in the Graduate School of Business must present a certified copy of an evaluation of their degree by AcademicEvaluations.org, World Education Services, or an equivalent organization reflecting the conversion of their international academic work to the U.S. system.

Professional experience is determined on a case-by-case basis using a résumé and any requested supporting documents. Our admissions committee evaluates an individual's accomplishments, roles, and responsibilities to determine the total number of years of professional experience.

#### Provisional Admission

Applicants who show potential for graduate study but do not meet the criteria for full admission may be admitted for up to six hours of graduate work under provisional admission. Deficiencies may include low graduate admission test scores or low undergraduate grade point averages. All applicants with GPAs below 2.25 must complete the GMAT or GRE to be considered for provisional admission. The Admission Committee strives to take a holistic view of the applicant to determine the likelihood for success in graduate business programs and may grant provisional admission based on the following.

1. QAI-GMAT or a QAI-GRE using the GRE® Comparison Tool for Business Schools to convert the GRE score to GMAT equivalent between 750-949, OR
2. Bachelor's degree from a regionally accredited university, with a GPA between 2.5-2.99 on all baccalaureate work attempted or the last 60 credit hours of work attempted, OR
3. Minimum 2.25 GPA and proof of significant years of experience or substantive managerial/leadership experience that may be evidenced through résumé review, personal interviews, or telephone interviews, OR
4. Bachelor's degree from a regionally accredited university with a GPA between 2.00-2.24 on all baccalaureate work attempted or the last 64 credit hours of work attempted, AND
  - a minimum score of 750 points based on 200 points times the GPA plus the GMAT score (for example, an overall 2.0 GPA and a 350 GMAT would result in a total of 750, which is acceptable for provisional admission), AND
  - successful completion of three business foundations courses (BADM 501, 502, and 503) with a grade of "C" or better.

A student admitted provisionally must meet any condition attached to his/her admission before being granted full acceptance. The Admissions Committee may elect to place additional application requirements on the student, including submission of a written essay or taking extra prerequisite classes, among others. A student admitted provisionally 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 acceptance 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 admission criteria after all credentials are assessed, or until the student is granted full admission. Students must have full admission to register for graduate coursework beyond six credit hours and must submit all supporting documentation.

### **Academic Grievance and Appeal Procedures**

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should:

- a. Discuss the matter with the instructor.
- b. 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.
- c. 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.
- d. Finally, if the student is not satisfied with the decision regarding his or her academic matter, the case will be referred to the Dean of the Gayle Bolt Price School of Graduate Studies.

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 instructor 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. Grade appeals must be completed on or before the last day of the following semester. The deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.

The Graduate Appeals Form is available in the Registration folder inside WebbConnect.

### **Master's Programs**

Master of Accountancy (p. 253)

Master of Business Administration (p. 255)

International Master of Business Administration (p. 257)

Master of Sport Management (p. 258)

Master of Wealth and Trust Management (p. 259)

### **Accountancy, Master of Accountancy**

The 30-credit-hour Master of Accountancy (MAcc) program offered by the Graduate School of Business at Gardner-Webb University is structured to prepare students for the significant changes that are impacting the accounting profession. The MAcc is recognized as the professional graduate degree designed to enhance effectiveness in upper-level accounting and financial positions in public accounting, private industry, or government.

The flexibility of the MAcc degree provides for the creation of career-specific degree tracks. The degree tracks available are general accounting and taxation. Courses are offered only in the evenings 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 also provides students with an educational experience to meet the North Carolina State Board of Public Accountancy's 150-hour requirement to sit for the Uniform Certified Public Accounting Examination.

#### **Student Learning Outcomes**

To accomplish the mission of Graduate Programs in individual courses within the Godbold College of Business, students completing a course in Accounting will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in accounting are vital for success;
2. Learn new advanced managerial skills in accounting that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in accounting in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### MAcc Degree Requirements

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of 30 graduate hours: 15 core graduate hours (five courses), nine accounting emphasis elective graduate hours (three courses), and six business elective graduate hours (two courses) within six calendar years
3. Application for graduation by the dates published by the Registrar
4. If desired, participation in the hooding ceremony and Commencement exercises

It is the student's responsibility to be familiar with the preceding requirements for graduation.

### MAcc Program Guidelines

ACCT 600 Managerial Accounting, ACCT 601 Federal Income Tax, ACCT 612 Accounting Theory and Practice, and ACCT 621 Government and Not-for-Profit Accounting should be scheduled early in the program. Preferred electives should be scheduled whenever they will be offered according to the two-year rotation.

ACCT 611 Advanced Auditing should culminate the program. A minimum of 21 hours of MAcc program courses that include ACCT 600 Managerial Accounting, ACCT 601 Federal Income Tax, ACCT 612 Accounting Theory and Practice, ACCT 621 Government and Not-For-Profit Accounting, and nine hours of emphasis and/or business electives or permission of the Director of Graduate Business Programs are required prior to enrollment in ACCT 611 Advanced Auditing. A grade of "B" or better is required to successfully pass ACCT 611 Advanced Auditing. A student receiving a final grade of less than "B" must repeat ACCT 611.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

### MAcc Curriculum (30 hours)

The Master of Accountancy (MAcc) program requires a minimum of 30 credit hours of graduate studies: 15 hours in the required core, nine accounting elective hours, and six graduate business elective hours. A student may take nine-to-15 accounting elective hours by selecting an emphasis, or by choosing courses from a combination of different areas. For students maintaining consistent full-time status, normal degree completion time is five consecutive Fall, Spring, and Summer semesters. Students may begin in any semester. Within the MAcc program, a minimum of six hours is required for full-time status.

### Prerequisites

An undergraduate business degree is not required for admission to the Master of Accountancy program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisite courses. The following general business prerequisites are required. (The foundation courses below are offered to satisfy some or all of these general business prerequisites.)

Accounting Principles I  
 Accounting Principles II  
 Principles of Finance  
 Microeconomics  
 Macroeconomics  
 Principles of Marketing  
 Information Systems or Excel proficiency  
 Business Statistics  
 Management Science

The following accounting prerequisites are also required for the MAcc degree. (The below accounting prerequisites will be considered met if the applicant is a currently licensed Certified Public Accountant [CPA].)

|          |   |   |
|----------|---|---|
|          | Intermediate Accounting I                                 |   |
|          | Intermediate Accounting II                                |   |
|          | Cost Accounting   |   |
|          | Advanced Accounting                                       |   |
|          | Income Tax  |   |
|          | Auditing  |   |
| BADM 501 | Foundations of Accounting and Finance                     | 3 |
| BADM 502 | Foundations of Marketing and Economics                    | 3 |
| BADM 503 | Foundations of Management Science and Statistical Methods | 3 |

### Required Core Courses (15 hours)

|          |                       |   |
|----------|-----------------------|---|
| ACCT 600 | Managerial Accounting | 3 |
| ACCT 601 | Federal Income Tax    | 3 |

|          |  |   |
|----------|--|---|
| ACCT 611 | Advanced Auditing (MACC Capstone Course) | 3 |
| ACCT 612 | Accounting Theory and Practice           | 3 |
| ACCT 621 | Government and Not-For-Profit Accounting | 3 |

Total Credit Hours: 30

**Accounting Emphasis Electives (9 hours)**

Choose nine hours from any of the following.

**Tax Emphasis**

|          |  |   |
|----------|--|---|
| ACCT 602 | Advanced Federal Income Tax            | 3 |
| ACCT 603 | Partnership and S-Corporation Taxation | 3 |
| ACCT 604 | Estate, Gifts, and Trust Planning      | 3 |
| ACCT 606 | Tax Research/Planning                  | 3 |
| ACCT 607 | State And Local Taxation               | 3 |
| ACCT 619 | Cases in Taxation                      | 3 |

**General Emphasis**

|                   |  |   |
|-------------------|--|---|
| ACCT 610          | Advanced Accounting Information Systems  | 3 |
| ACCT 620          | Cases in Financial/Managerial Accounting | 3 |
| ACCT 625          | Topics in Accounting                     | 3 |
| ACCT 622/INTL 622 | Seminar in International Accounting      | 3 |
| ACCT 630          | Fraud Examination                        | 3 |
| ACCT 644          | Accounting Legal Issues and Ethics       | 3 |

**Forensic Emphasis**

|          |  |   |
|----------|--|---|
| ACCT 610 | Advanced Accounting Information Systems            | 3 |
| ACCT 630 | Fraud Examination                                  | 3 |
| ACCT 632 | Internal Auditing                                  | 3 |
| ACCT 634 | Forensic Accounting and the Legal Environment      | 3 |
| ACCT 636 | Forensic Accounting, Tax Investigation, and Fraud  | 3 |
| ACCT 638 | Ethics of Accounting Judgement 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.

## Business Administration, Master of Business Administration

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 program's 30-credit-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. Courses are offered during evening hours and online.

The MBA is recognized as the professional graduate degree designed to enhance effectiveness in upper-level managerial positions in a business setting. Many persons having career goals in non-profit settings also pursue the MBA degree. Graduate study in business not only helps individuals meet their goals of career development and personal growth but also contributes to their enhanced appreciation of the private enterprise market system.

**Purpose**

Effective managerial behavior depends on the knowledge and skills used in decision making. A successful administrator not only must know about his/her own professional area, but he/she also must have considerable understanding of the professional areas of others. Students in the MBA program are expected to develop a working knowledge of accounting, finance, human relations and behavior, economics, marketing, production, business law, and international business.

The applied nature of the MBA program provides training in management through the use of practical techniques that can be readily utilized by the students in their existing positions. Students learn to be innovative in their approaches to solving problems and making decisions. The program offers a unique opportunity to study with others who have similar interests and learn from others who have had varying work experiences.

**Student Learning Outcomes**

To accomplish the mission of Graduate Programs in individual courses within the Godbold College of Business, students completing a course in Business Administration will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in business administration are vital for success;



2. Learn new advanced managerial skills in business administration that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in business administration in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

**MBA Degree Requirements**

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of a total of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar
4. Participation in hooding ceremony and Commencement exercises if desired

It is the student’s responsibility to be familiar with the preceding requirements for graduation.

**MBA Program Guidelines**

ACCT 600 Managerial Accounting, BADM 610 Managerial Economics, BADM 625 Marketing Management, and BADM 633 Entrepreneurial Management should be scheduled early in the program.

BADM 690 Strategic Management should culminate the program. A minimum of 21 hours of MBA courses that include ACCT 600 Managerial Accounting, BADM 610 Managerial Economics, BADM 620 Managerial Finance, BADM 625 Marketing Management, BADM 630 Organizational Behavior, and BADM 635 Production Research and Operations Management are required prior to enrollment. A grade of “B” or better is required to successfully pass BADM 690. A student receiving a final grade of less than “B” must repeat BADM 690.

It is the student’s responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

**MBA Curriculum (30 hours)**

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 Master of Business Administration (MBA) program consists of 30 credit hours, or 10 three-credit-hour courses. For students maintaining consistent full-time status, normal degree completion time is five consecutive Fall, Spring, and Summer semesters. Students may begin in any semester. Within the MBA program, a minimum of six hours is required for full-time status.

**Prerequisites**

An undergraduate business degree is not required for admission to the Master of Business Administration program, but specific prerequisite course material is required. A minimum grade of “C” is required for all prerequisites. The following general business prerequisites are required.

- Accounting Principles I
- Accounting Principles II
- Principles of Finance
- Microeconomics
- Macroeconomics
- Principles of Marketing
- Information Systems or Excel proficiency
- Business Statistics
- Management Science

The foundation courses below are offered to satisfy some or all of the general business prerequisites.

|          |   |   |
|----------|---|---|
| BADM 501 | Foundations of Accounting and Finance                     | 3 |
| BADM 502 | Foundations of Marketing and Economics                    | 3 |
| BADM 503 | Foundations of Management Science and Statistical Methods | 3 |

**Required Courses (30 hours)**

|          |   |   |
|----------|---|---|
| ACCT 600 | Managerial Accounting                         | 3 |
| BADM 610 | Managerial Economics                          | 3 |
| BADM 620 | Managerial Finance                            | 3 |
| BADM 625 | Marketing Management                          | 3 |
| BADM 630 | Organizational Behavior                       | 3 |
| BADM 633 | Entrepreneurial Management                    | 3 |
| BADM 635 | Production Research and Operations Management | 3 |
| BADM 640 | Business Law and Ethics                       | 3 |
| BADM 690 | Strategic Management (MBA Capstone Course)    | 3 |
| INTL 650 | International Business                        | 3 |

Total Credit Hours: 30

## International Business Administration, International Master of Business Administration

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 non-profit organizations.

The International Master of Business Administration program consists of 30 credit hours, or 10 three-credit-hour courses, including 18 hours of graduate international business courses and 12 hours of required general Master of Business Administration (MBA) courses. For students maintaining consistent full-time status, normal degree completion time is five consecutive Fall, Spring, and Summer semesters. Students may begin in any semester. Within the IMBA program, a minimum of six hours is required for full-time status. The two-year outline of courses has a logical sequence progressing from required courses of International Business, International Marketing, International Finance, International Trade Law, Topics in International Business, and 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 in 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, international experience, and other important tools that can readily be utilized by the students in their existing positions.

### Student Learning Outcomes

To accomplish the mission of Graduate Programs in individual courses within the Godbold College of Business, students completing a course in International Business Administration will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in international business administration are vital for success;
2. Learn new advanced managerial skills in international business administration that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in international business administration in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### IMBA Degree Requirements

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar
4. If desired, participation in the Hooding Ceremony and Commencement exercises.

It is the student's responsibility to be familiar with the preceding requirements for graduation.

### IMBA Program Guidelines

INTL 650 International Business, INTL 651 International Finance, INTL 652 International Marketing, and BADM 633 Entrepreneurial Management should be scheduled early in the program. INTL 653 Seminar in International Trade should culminate the program. A minimum of 18 hours of IMBA program courses that include INTL 650 International Business, INTL 651 International Finance, INTL 652 International Marketing, and BADM 633 Entrepreneurial Management are required prior to enrollment in INTL 653 Seminar in International Trade. A grade of "B" or better is required to pass INTL 653. A student receiving a final grade less than "B" must repeat INTL 653.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

### IMBA Curriculum (30 hours)

#### Prerequisites

An undergraduate business degree is not required for admission to the International Master of Business Administration program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisites. The following general business prerequisites are required.

Accounting Principles I  
 Accounting Principles II  
 Principles of Finance  
 Microeconomics  
 Macroeconomics  
 Principles of Marketing  
 Information Systems or Excel proficiency  
 Business Statistics  
 Management Science

The foundation courses below are offered to satisfy some or all of the general business prerequisites.

|          |   |   |
|----------|---|---|
| BADM 501 | Foundations of Accounting and Finance                     | 3 |
| BADM 502 | Foundations of Marketing and Economics                    | 3 |
| BADM 503 | Foundations of Management Science and Statistical Methods | 3 |

#### **International Business Required Courses (18 hours)**

|          |   |   |
|----------|---|---|
| INTL 643 | International Trade Law                               | 3 |
| INTL 650 | International Business                                | 3 |
| INTL 651 | International Finance                                 | 3 |
| INTL 652 | International Marketing                               | 3 |
| INTL 653 | Seminar in International Trade (IMBA Capstone Course) | 3 |
| INTL 695 | Topics in International Business                      | 3 |

*INTL 653: Must have all MBA/IMBA program prerequisites or permission of the Director of Graduate Business Programs*

#### **MBA Required Courses (12 hours)**

|          |                            |   |
|----------|----------------------------|---|
| ACCT 600 | Managerial Accounting      | 3 |
| BADM 610 | Managerial Economics       | 3 |
| BADM 620 | Managerial Finance         | 3 |
| BADM 633 | Entrepreneurial Management | 3 |

Total Credit Hours: 30

## **Sport Management, Master of Sport Management**

The Master of Sport Management (MSM) program offered by the Graduate School of Business at Gardner-Webb University provides graduates with the knowledge and skill to enter and progress within the Sport Management field.

On completion of this program, graduates will have obtained practical, experiential, and theoretical foundations essential for careers in Sport Management.

The 30-credit-hour curriculum can be completed in as few as five eight-week terms (10 months) taking two classes per term or as many as ten eight-week terms (20 months) taking one class per term, depending on the needs of each individual, and is offered in a convenient online format. Furthermore, the program's rolling admissions enable the student to enroll and start at any of the six different term start dates each year. Based on the student's needs, the five- or ten-term rotation of courses offers students the flexibility of entering the rotation at any point to progress through the program. Part-time students are also welcome.

### **Purpose**

Gardner-Webb University's Master of Sport Management degree is designed to prepare the student for a successful career in the industry and provide increased credentials for upper-management positions in the field of sport. It is a specialized management degree program designed expressly for the sport management professional. Students acquire the ability to perform administrative, business, and leadership tasks necessary for success in the sport industry.

### **Student Learning Outcomes**

To accomplish the mission of Graduate Programs in individual courses within the Godbold College of Business, students completing a degree in the Master of Sport Management will be able to:

1. Adapt themselves in advanced professional career positions in sport management where organizational, managerial, and analytical skills in sport management are vital for success;
2. Learn new advanced managerial skills in sport management that require advanced knowledge of computerized technology applications in sport management; and
3. Respond to complex changes in sport management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### **MSM Degree Requirements**

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of a total of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar

It is the student's responsibility to be familiar with the preceding requirements for graduation.

### **MSM Program Guidelines**

It is the student's responsibility to consult with the academic advisor and plan the degree in accordance with the program requirements using the course rotation and the degree planning form. The course rotation is fixed. Missing or not successfully completing a course in a term means that the student will need to wait until that course is offered again in the course rotation.

### MSM Curriculum (30 hours)

The curriculum is designed for students that come from different disciplines of study to succeed. Understanding that sport is a social institution, sport leaders need skills in analysis and problem solving and have ethical clarity and an understanding of diversity in the corporate social responsible workplace. Practical applications of academic concepts and theories through projects and assignments allow students to be effective and efficient sport leaders. The 30-credit-hour program consists of ten three-credit-hour courses.

#### Prerequisites

There is no specific prerequisite course material required for the Master of Sport Management. In addition, there is no order of sequence that the courses must be taken.

#### Required Courses (30 hours)

|                   |                            |   |
|-------------------|----------------------------|---|
| SPMG 602          | Sport Ethics               | 3 |
| SPMG 604          | Sport Governance           | 3 |
| SPMG 620          | Sport Financial Structures | 3 |
| SPMG 625          | Sport Marketing            | 3 |
| SPMG 633/BADM 633 | Entrepreneurial Management | 3 |
| SPMG 640/BADM 640 | Business Law and Ethics    | 3 |
| SPMG 645          | Sport Event Management     | 3 |
| SPMG 650          | International Sport        | 3 |
| SPMG 696          | Topics in Sport Management | 3 |
| SPMG 691          | Sport Psychology           | 3 |

#### Elective Courses

|          |                                |   |
|----------|--------------------------------|---|
| SPMG 690 | Mentorship in Sport Management | 3 |
|----------|--------------------------------|---|

Total Credit Hours: 30

## Wealth and Trust Management, Brinkley Financial Group Master of Wealth and Trust Management

*NOTE: The Master of Wealth and Trust Management degree program is being revised. The University is not accepting students for this degree at this time.*

The Master of Wealth and Trust Management (MWTM) program offered by the Graduate School of Business provides graduates with the knowledge and skill-set to enter into and progress within the wealth and trust management sectors of the financial industry. In particular, graduates 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 advisors, and brokers seeking an advanced degree in wealth and trust management, or business administration, accounting, and economics degree graduates seeking a firm foundation in wealth and trust management in order to advance their career opportunities in the financial industry.

The 30-credit-hour curriculum can be accomplished in two years and is offered in a convenient format. The program is comprised of evening and online courses or is available entirely online.

Furthermore, the program's rolling admissions enable the student to enroll starting in either the Fall, Spring, or Summer sessions. Additionally, the courses are offered in repetitive rotations such that any missed coursework may be brought current. Part-time students are also welcome. The two-year rotation of courses has a logical sequence progressing from required courses for this program.

#### Purpose

The Brinkley Financial Group Master of Wealth and Trust Management is 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 will 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 Certified Financial Planner (CFP) Certification Examination, and that of a Chartered Financial Analyst (CFA) Institute-recognized university, in addition to providing an in-depth understanding of the fields of study relevant to the Series 7 Examination as administered by the Financial Industry Regulatory Authority.

The program is designed expressly to provide the graduate with a firm foundation for future growth. The wealth and trust management field is stable, fulfilling, and rewarding.

#### Student Learning Outcomes

To accomplish the mission of Graduate Programs in individual courses within the Godbold College of Business, students completing a course in Wealth and Trust Management will be able to:

1. Adapt themselves in advanced professional career positions in business, government, and other areas of human endeavor where organizational, managerial, and analytical skills in wealth and trust management are vital for success;
2. Learn new advanced managerial skills in wealth and trust management that require advanced knowledge of computerized technology applications in business; and
3. Respond to complex changes in wealth and trust management in a dynamic, global marketplace and demonstrate high Christian ethical standards in their place of work.

### MWTM Degree Requirements

1. Overall minimum grade point average of 3.0 in graduate studies
2. Satisfactory completion of a total of 30 graduate hours within six calendar years
3. Application for graduation by the dates published by the Registrar
4. Participation in hooding ceremony and Commencement exercises if desired

It is the student's responsibility to be familiar with the preceding requirements for graduation.

### MWTM Program Guidelines

All undergraduate course information deficiencies must be made up prior to enrolling in WMGT courses. WMGT 650 Wealth Transfer Seminar (Capstone) should culminate the program. A minimum of 18 hours must be completed prior to taking WMGT 650. A grade of "B" or better is required to successfully pass WMGT 650. A student receiving a final grade of less than "B" must repeat WMGT 650.

It is the student's responsibility to plan the degree in accordance with the program requirements using the two-year course rotation and the degree planning form available from the advisor.

### MWTM Curriculum (30 hours)

The Master of Wealth and Trust Management (MWTM) program consists of 30 credit hours, or 10 three-credit-hour courses. For students maintaining consistent full-time status, normal degree completion time is five consecutive Fall, Spring, and Summer semesters. Students may begin in any semester. Within the MWTM program, a minimum of six hours is required for full-time status.

### Prerequisites

An undergraduate business degree is not required for admission to the Master of Wealth and Trust Management program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisites. The following general business prerequisites are required.

Accounting Principles I  
Accounting Principles II  
Principles of Finance  
Microeconomics  
Macroeconomics  
Principles of Marketing  
Information Systems or Excel proficiency

The foundation courses below are offered to satisfy some or all of the general business prerequisites.

|          |  |   |
|----------|--|---|
| BADM 501 | Foundations of Accounting and Finance  | 3 |
| BADM 502 | Foundations of Marketing and Economics | 3 |

### Wealth and Trust Required Courses (30 hours)

|          |  |   |
|----------|--|---|
| WMGT 601 | Income Tax Planning                          | 3 |
| WMGT 604 | Transfer Taxation                            | 3 |
| WMGT 605 | Financial Planning Strategies                | 3 |
| WMGT 610 | Investment Strategies                        | 3 |
| WMGT 620 | Insurance and Risk Management                | 3 |
| WMGT 621 | Advanced Investment Strategies               | 3 |
| WMGT 625 | Advanced Estate Planning                     | 3 |
| WMGT 630 | Retirement Planning Strategies               | 3 |
| WMGT 640 | Advanced Securities and Financial Regulation | 3 |
| WMGT 650 | Wealth Transfer Seminar (Capstone)           | 3 |

Total Credit Hours: 30

### Doctoral Programs

Doctor of Business Administration (p. 260)

### Business Administration, Doctor of Business Administration

The Doctor of Business Administration (DBA) program consists of 60 credit hours. For students maintaining consistent full-time status, normal degree completion time is nine consecutive Fall, Spring, and Summer semesters. Cohorts begin in the Fall semester. Within the DBA program, a minimum of six hours is required for full-time status.

**Admission Requirements**

Admission to the program is competitive, and the attainment of a specific set of minimum qualifications does not assure admission. Instead, admission is granted to the candidates deemed to be most qualified to achieve success. In general, admission requirements are the following.

1. Master’s degree in business or equivalent business-related degree from a regionally accredited college or university. Applicants wishing to major in the area of Accounting must meet the following additional prerequisites.

Intermediate Accounting I  
 Intermediate Accounting II  
 Cost Accounting  
 Advanced Accounting  
 Income Tax  
 Auditing

2. Cumulative GPA of 3.0 or higher on all previous graduate coursework as evidenced by official graduate transcripts
3. Submission of a current, professional résumé
4. Statement of interest indicating the applicant’s chief academic strengths and limitations and reasons for selecting the DBA program and GWU
5. Two letters of recommendation (professional and academic)
6. Completion of an interview with the DBA Director and DBA Committee may be required if deemed necessary by the program director

Applicant folders must be complete for consideration.

DBA students select a concentration major and progress through the program in a cohort. Concentration majors are available in the following areas.

Accounting  
 Finance  
 Management  
 International Business  
 Marketing

**Student Learning Outcomes**

In consideration of the institution’s mission, the DBA program has the following learning objectives or student competencies.

**Oral and Written Communication**

1. Demonstrate advanced oral business communication skills that are relevant to business education by selecting appropriate communication tools and utilizing them in a highly effective, professional manner.

2. Demonstrate a high skill level in academic writing by properly utilizing information literacy and research methods; critically analyzing results; and expressing findings using clear, concise tools and writing styles and proper academic and professional writing formats.

**Disciplined Inquiry**

1. Select appropriate research methods and be able to properly apply them to economic, behavioral, and social-science theories that provide the foundation for strategic research in business-administration problems.
2. Exercise critical thinking strategies relating to business problem definition (reasoning), problem analysis (problem solving), and evaluation of solutions and be able to apply them within the organization.

**Information Literacy**

1. Demonstrate the ability to access, evaluate, and use information and information technologies to enhance the effective utilization and practice of business research.

**Ethics and Christian Values**

1. Exhibit Christian faith, service, and leadership, and properly evaluate and apply ethical values to guide professional behaviors and decision-making in business organizations.

**Global Strategies and Leaders in Change**

1. Assess the knowledge and skills that are essential to implement change in the business environment and be able to apply them effectively at strategic levels.
2. Develop strategies to effectively address issues facing business leaders in a contemporary global environment.

**DBA Curriculum (60 hours)**

**Academic Curriculum**

|          |   |   |
|----------|---|---|
| BADM 800 | Doctorate of Business Administration Orientation                  | 0 |
| ACCT 808 | Foundations for Ethical Reasoning in Accounting<br>OR             | 4 |
| FINC 808 | Foundations for Ethical Reasoning in Finance<br>OR                | 4 |
| INTL 808 | Foundations for Ethical Reasoning in International Business<br>OR | 4 |
| MGMT 808 | Foundations for Ethical Reasoning in Management<br>OR             | 4 |
| MRKT 808 | Foundations for Ethical Reasoning in Marketing                    | 4 |

|          |  |   |  |   |   |
|----------|--|---|--|---|---|
| BADM 802 | Advanced Business Statistics I                     | 4 | MRKT 902   | Doctoral Dissertation II in Marketing                     | 4 |
| BADM 804 | Advanced Research Methods                          | 4 |  |   |   |
| BADM 806 | Advanced Business Statistics II                    | 4 | ACCT 903   | Doctoral Dissertation III in Accounting                   | 4 |
| BADM 808 | Dissertation Research                              | 4 |  | OR  |   |
| ACCT 810 | Seminar in Accounting                              | 4 | FINC 903   | Doctoral Dissertation III in Finance                      | 4 |
| FINC 810 | Seminar in Finance                                 | 4 |  | OR  |   |
| INTL 810 | Seminar in International Business                  | 4 | INTL 903   | Doctoral Dissertation III in International Business       | 4 |
|          | OR   |   |  | OR  |   |
| MGMT 810 | Seminar in Management                              | 4 | MGMT 903   | Doctoral Dissertation III in Management                   | 4 |
| MRKT 810 | Seminar in Marketing                               | 4 |  | OR  |   |
|          |  |   | MRKT 903   | Doctoral Dissertation III in Marketing                    | 4 |
| MGMT 820 | Management: Theory and Research                    | 4 | <b>As-needed Continuing Hours</b>  |   |   |
| MRKT 822 | Marketing: Theory and Research                     | 4 | ACCT 904   | Doctoral Dissertation Extension in Accounting             | 4 |
| ACCT 824 | Accounting: Theory and Research                    | 4 |  | OR  |   |
| FINC 828 | Finance: Theory and Research                       | 4 | FINC 904   | Doctoral Dissertation Extension in Finance                | 4 |
| INTL 830 | International Business: Theory and Research        | 4 |  | OR  |   |
| ECON 832 | Economics: Theory and Research                     | 4 | INTL 904   | Doctoral Dissertation Extension in International Business | 4 |
|          |  |   |  | OR  |   |
| ACCT 901 | Doctoral Dissertation I in Accounting              | 4 | MGMT 904   | Doctoral Dissertation Extension in Management             | 4 |
|          | OR   |   |  | OR  |   |
| FINC 901 | Doctoral Dissertation I in Finance                 | 4 | MRKT 904   | Doctoral Dissertation Extension in Marketing              | 4 |
|          | OR   |   |  |   |   |
| INTL 901 | Doctoral Dissertation I in International Business  | 4 | Total Credit Hours: 60   |   |   |
|          | OR   |   | <b>Certificates</b>  |   |   |
| MGMT 901 | Doctoral Dissertation I in Management              | 4 | Business Foundations Certificate (p. 262)  |   |   |
|          | OR   |   | Graduate Business Certificate  |   |   |
| MRKT 901 | Doctoral Dissertation I in Marketing               | 4 | Master's-Plus Certificate (p. 263)   |   |   |
|          |  |   | <b>Business Foundations Certificate</b>  |   |   |
| ACCT 902 | Doctoral Dissertation II in Accounting             | 4 | <b>Admission Procedures</b>  |   |   |
|          | OR   |   | Complete the online application. Submit a professional résumé, official transcripts from all colleges and universities attended, and three recommendations. An undergraduate degree is required from all applicants. In order to obtain the Certificate, all three foundations courses must be completed. Transfer of credits is not permitted for Certificate completion. |   |   |
| FINC 902 | Doctoral Dissertation II in Finance                | 4 | <b>Program Cost</b>  |   |   |
|          | OR   |   |  |   |   |
| INTL 902 | Doctoral Dissertation II in International Business | 4 |  |   |   |
|          | OR   |   |  |   |   |
| MGMT 902 | Doctoral Dissertation II in Management             | 4 |  |   |   |
|          | OR   |   |  |   |   |

For information on program costs, please see the Expenses (p. 249) section of this Catalog and refer to the tuition cost per credit hour for MBA/IMBA/MAcc/MWTM/MBA-Plus/Business Foundations programs.

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

**Program Requirements (9 hours)**

The Business Foundations Certificate is designed to meet the needs of professional adults who are seeking 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 professionals have limited time; and in an effort to better serve our students, these courses are available completely online. The courses will sharpen skills and strengthen value in the workplace. The Business Foundations Certificate also provides the opportunity to begin a graduate degree with the Godbold College of Business. The three courses taken to complete the Certificate satisfy the prerequisites needed to begin the Master of Business Administration (MBA) and International Master of Business Administration (IMBA) programs.

**Required Courses (9 hours)**

|          |   |   |
|----------|---|---|
| BADM 501 | Foundations of Accounting and Finance                     | 3 |
| BADM 502 | Foundations of Marketing and Economics                    | 3 |
| BADM 503 | Foundations of Management Science and Statistical Methods | 3 |

Total Credit Hours: 9

**Master’s-Plus Certificate**

The Master’s-Plus is a certificate program that provides graduates of an accredited graduate business program the opportunity to update their business education and explore new career paths in teaching by meeting the typical institutional standard of having earned a minimum of 18 graduate hours in a discipline in order to teach a college-level course. The Master’s-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.

**Master’s-Plus Emphasis Options**

- Accounting\*
- Economics
- Finance
- Healthcare Management
- Human Resources
- International Business
- Management
- Management Information Systems
- Marketing

\*Undergraduate MAcc prerequisites are required.

**Requirements**

The Master’s-Plus Certificate requires a graduate degree in business and completion of 18 graduate credit hours (six courses) in the area of emphasis, at least twelve of which must be earned at Gardner-Webb University. Students will be allowed to take more than the minimum number of credit hours if they wish. Students can transfer in up to six hours toward the 18-hour requirement for the certificate. Accounting emphasis students should meet the prerequisite requirements of the MAcc program in order to take Master’s-Plus accounting courses.

**Admission Requirements**

Applicants for Master’s-Plus submit an application, the application fee, and official transcripts indicating a master’s degree or equivalent awarded by a regionally accredited institution.

**Admission Requirements for International Students**

International students residing in the U.S. under a visa status that requires enrollment in face-to-face classes are not eligible for acceptance into a Master’s-Plus program.

**Master’s-Plus Certificate Requirements**

1. Graduate business degree
2. Overall minimum grade point average of 3.0 in graduate studies
3. Satisfactory completion of a total of 18 graduate hours in the selected emphasis
4. Application for completion of Master’s-Plus Certificate. Due dates are published by the Registrar and are the same as for the graduation application.
5. If desired, participation in the presentation of Certificates during the hooding ceremony.

It is the student’s responsibility to be familiar with the preceding requirements for completion.

For Master’s-Plus policies on grades and reports and transfer courses while on suspension and probation, see the Academic Information section of the Catalog.



Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

### Master's-Plus Certificate Emphasis Options (18 hours)

#### Accounting

Choose six of the following.

|                   |  |   |
|-------------------|--|---|
| ACCT 600          | Managerial Accounting                    | 3 |
| ACCT 601          | Federal Income Tax                       | 3 |
| ACCT 602          | Advanced Federal Income Tax              | 3 |
| ACCT 603          | Partnership and S-Corporation Taxation   | 3 |
| ACCT 604          | Estate, Gifts, and Trust Planning        | 3 |
| ACCT 606          | Tax Research/Planning                    | 3 |
| ACCT 607          | State And Local Taxation                 | 3 |
| ACCT 610          | Advanced Accounting Information Systems  | 3 |
| ACCT 611          | Advanced Auditing (MACC Capstone Course) | 3 |
| ACCT 612          | Accounting Theory and Practice           | 3 |
| ACCT 619          | Cases in Taxation                        | 3 |
| ACCT 620          | Cases in Financial/Managerial Accounting | 3 |
| ACCT 621          | Government and Not-For-Profit Accounting | 3 |
| ACCT 625          | Topics in Accounting                     | 3 |
| ACCT 630          | Fraud Examination                        | 3 |
| ACCT 644          | Accounting Legal Issues and Ethics       | 3 |
| ACCT 622/INTL 622 | Seminar in International Accounting      | 3 |

*ACCT 600, ACCT 601, ACCT 602, ACCT 603, ACCT 604, ACCT 606, ACCT 607, ACCT 610, ACCT 611, ACCT 612, ACCT 619, ACCT 620, ACCT 621, ACCT 625, ACCT 630:*

*Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

*ACCT 644, ACCT 622: Must have all MBA/IMBA program prerequisites or obtain permission of the Director of Graduate Business Programs*

#### Economics

Choose six of the following.

|          |                                    |   |
|----------|------------------------------------|---|
| BADM 610 | Managerial Economics               | 3 |
| BADM 611 | Health Care Economics              | 3 |
| BADM 645 | Seminar in International Economics | 3 |
| BADM 648 | Seminar in Economic Development    | 3 |

|          |   |   |
|----------|---|---|
| BADM 692 | Economics of Money, Banking, and Financial Markets    | 3 |
| BADM 696 | Topics in Economics                                   | 3 |
| INTL 653 | Seminar in International Trade (IMBA Capstone Course) | 3 |

*BADM 610, BADM 611, BADM 645, BADM 648, BADM 692, BADM 696, INTL 653: Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

#### Finance

Choose six of the following.

|          |  |   |
|----------|--|---|
| ACCT 620 | Cases in Financial/Managerial Accounting           | 3 |
| BADM 620 | Managerial Finance                                 | 3 |
| BADM 621 | Investment and Portfolio Management                | 3 |
| BADM 622 | Financial Institution Management                   | 3 |
| BADM 692 | Economics of Money, Banking, and Financial Markets | 3 |
| BADM 697 | Topics in Finance                                  | 3 |
| INTL 651 | International Finance                              | 3 |

*BADM 620, BADM 621, BADM 622, BADM 692, BADM 697, INTL 651: Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

*ACCT 620: Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

#### Healthcare Management

Choose six of the following.

|          |                            |   |
|----------|----------------------------|---|
| BADM 605 | Health Care Administration | 3 |
| BADM 606 | Health Care Organization   | 3 |
| BADM 611 | Health Care Economics      | 3 |
| BADM 626 | Health Care Marketing      | 3 |
| BADM 628 | Managerial Epidemiology    | 3 |
| BADM 641 | Health Care Law and Ethics | 3 |

*BADM 605, BADM 606, BADM 611, BADM 626, BADM 628, BADM 641: Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

#### Human Resources Management

Choose six of the following.

|          |   |   |
|----------|---|---|
| BADM 608 | Leadership: Theory and Practice           | 3 |
| BADM 609 | Organizational Staffing                   | 3 |
| BADM 612 | Motivation and Reward Systems             | 3 |
| BADM 613 | Labor Relations and Work Force Governance | 3 |

|          |                                    |   |
|----------|------------------------------------|---|
| BADM 615 | Human Judgment and Decision-Making | 3 |
| BADM 630 | Organizational Behavior            | 3 |
| BADM 632 | Human Resource Management          | 3 |
| BADM 636 | Managerial Communications          | 3 |
| BADM 642 | Employment Law                     | 3 |

*BADM 608, BADM 609, BADM 612, BADM 613, BADM 615, BADM 630, BADM 632, BADM 636, BADM 642: Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

### International Business

Choose six of the following.

|              |   |   |
|--------------|---|---|
| BADM 645     | Seminar in International Economics                    | 3 |
| INTL         | Seminar in International                              | 3 |
| 622/ACCT 622 | Accounting  |   |
| INTL 636     | Corporate and Intercultural Communications            | 3 |
| INTL 643     | International Trade Law                               | 3 |
| INTL 650     | International Business                                | 3 |
| INTL 651     | International Finance                                 | 3 |
| INTL 652     | International Marketing                               | 3 |
| INTL 653     | Seminar in International Trade (IMBA Capstone Course) | 3 |
| INTL 695     | Topics in International Business                      | 3 |

*BADM 645, INTL 636, INTL 643, INTL 650, INTL 651, INTL 652, INTL 653, INTL 695: Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

*INTL 622: Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

### Management Information Systems

Choose six of the following.

|          |  |   |
|----------|--|---|
| ACCT 610 | Advanced Accounting Information Systems                            | 3 |
| BADM 634 | Management Information Systems                                     | 3 |
| BADM 637 | Technical Trends in Management Information Systems                 | 3 |
| BADM 639 | E-Commerce and Internet Law  | 3 |
| BADM 647 | Advanced Database and System Development                           | 3 |
| BADM 660 | Advanced Data Communications, Networking, and Business Programming | 3 |
| BADM 698 | Topics in Management Information Systems                           | 3 |

*BADM 634, BADM 637, BADM 639, BADM 647, BADM 660, BADM 698: Must have all MBA/IMBA Program Prerequisites or obtain permission from the Director of Graduate Business Programs*

*ACCT 610: Must meet MAcc program prerequisites or obtain permission from the Director of Graduate Business Programs*

### Marketing

Choose six of the following.

|          |                         |   |
|----------|-------------------------|---|
| BADM 625 | Marketing Management    | 3 |
| BADM 626 | Health Care Marketing   | 3 |
| BADM 654 | Promotion Strategies    | 3 |
| BADM 658 | Pricing Strategies      | 3 |
| BADM 695 | Topics in Marketing     | 3 |
| INTL 652 | International Marketing | 3 |

*BADM 625, BADM 626, BADM 654, BADM 658, BADM 695, INTL 652: Must have all MBA/IMBA program prerequisites or obtain permission from the Director of Graduate Business Programs*

Total Credit Hours: 18

### Counselor Education

Director: D. Carscaddon

Chair, Counselor Education: L. Carscaddon  
 Coordinator of Clinical Mental Health Counseling Programs-Boiling Springs/Charlotte: S. Webb  
 Coordinator of the School Counseling Program: L. Greene

### Faculty

Professors: D. Carscaddon, L. Carscaddon, L. Greene, J. Morgan  
 Associate Professors: I. Naydenova, B. Thompson, S. Webb  
 Assistant Professor: L. Gordon  
 Instructor: K. Williams-Thompson

### Mission Statement

The mission of the graduate programs of the School of Psychological Science and Counselor Education is to create a context in which counseling students participate in an academically rigorous process that values the power of interpersonal relationships in creating beneficial change. For faculty, counseling students, and the community we serve, we believe this process is essential. Our school has an ongoing commitment to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our counseling students to become effective counselors in an increasingly diverse society. We seek to empower students within a framework of mentoring relationships to promote their own development in several areas of personal growth. These areas include spiritual, ethical, mental, physical, social, and vocational development. In addition, we seek to foster a commitment to continuing education and lifelong learning.

### Fields of Study

MA in School Counseling (pre-K-12)  
 MA in Clinical Mental Health Counseling  
 MA in Clinical Mental Health Counseling with  
 Concentration in Marriage, Couples, and Family  
 Counseling  
 MDiv/MA in Clinical Mental Health Counseling

### Accreditation of Graduate Counseling Programs

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

Our School is committed to providing a caring and challenging environment which facilitates the acquisition of the knowledge and the development of the skills necessary for our students to become effective counselors in an increasingly diverse society. Specifically, we affirm and adopt the Statement of Core Values of CACREP which acknowledges our belief in

- Advancing the counseling profession through quality and excellence in counselor education;
- Ensuring a fair, consistent, and ethical decision-making process;
- Serving as a responsible leader in protecting the public;
- Promoting practices that reflect openness to growth, change, and collaboration; and

- Creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices. (CACREP Board of Directors, March 2002)

Curricular experiences and course content for both the Clinical Mental Health Counseling and School Counseling Programs are built around the following eight core areas as defined by CACREP: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

The School of Psychological Science and Counselor Education offers graduate programs in counseling at two different campus locations. Master's degrees are offered in Clinical Mental Health Counseling at both the Boiling Springs and Charlotte campuses. School Counseling is offered only at the Boiling Springs campus. Both programs prepare counselor trainees to take counseling board examinations and meet other requirements for licensure. The Clinical Mental Health Counseling and School Counseling Programs follow an annual cohort model. Applicants are admitted in the fall. Counselor trainees move through their program together, taking evening (or late afternoon during the practicum and internship semesters) courses each semester and in the summer. Students admitted to the Clinical Mental Health Counseling or School Counseling Programs who desire to change to the other program must reapply and meet all admission requirements for the program they wish to enter.

Faculty members at both campuses work closely together and often teach on both campuses. Many of the same courses will be taken in the first two years of study by both Clinical Mental Health Counseling and School Counseling trainees. Program advisors work with counselor trainees from the application process through graduation to support their academic and professional development. In addition, program advisors are available for consultation and recommendations after graduation.

## Developmental Course Sequence

The developmental sequence of courses has been built around a “Counselor as Theorist and Practitioner” framework and can be conceptualized as an example of a spiral curriculum (Bruner, 1966). The sequence of courses was intentionally designed to include elements of theory and practice throughout the program in such a way that information and skills are built upon developmentally. While each course contains some elements of both theory and practice, most courses have a primary emphasis on one or the other.

The sequence begins with all new students taking “Theories and Techniques of Counseling I” and “Theories and Techniques of Counseling II” in the first and second semesters. In these courses, students explore various theoretical approaches to counseling and begin to apply those theoretical concepts as they are exposed to specific counseling techniques consistent with the various approaches. This two-course sequence forms the center point of the spiral from which the other courses expand. Every course in the program connects back to these two courses in some way, culminating in the practicum and internship experiences where the student’s identity as a counselor who is both theorist and practitioner is concretely demonstrated.

The sequence of courses moves back and forth between emphasis on theory and emphasis on practice, interweaving and connecting theory and practice throughout the program. In addition to the development of counselors as theorists and practitioners, the spiral curriculum is useful in conceptualizing the ways in which other aspects of the counseling curriculum are delivered. For example, knowledge and skill related to multicultural concerns are of primary importance in the development of counselors. For this reason, multicultural issues are addressed in each course in the program. Similarly, the development of one’s own theory of counseling and how that theory is best implemented in practice is revisited throughout the curriculum. Attention to personal and professional development of students is an essential component of every aspect of the counseling curriculum and is addressed throughout the program consistent with the spiral curriculum approach.

## Admission Requirements

The requirements for the role of counselor are both personal and intellectual. Thus, program faculty review completed application materials and they consider applicants’ readiness for counseling training. Qualified applicants are invited for an interview with the faculty, during which the faculty further assess the personal qualities, goals, and academic background of applicants. Applicants may be admitted who meet both the personal and academic requirements of the program. To be eligible for admission to graduate programs in the School of Psychological Science and Counselor Education, the following requirements apply.

1. A bachelor’s degree from a regionally accredited institution with a GPA of 3.0 on all undergraduate work, or a GPA of 3.0 on the last 64 hours of undergraduate or graduate work.
2. An acceptable score on the GRE (290/3.5) or the MAT (389).
3. Three positive references from professors, faculty advisors, employers, and/or supervisors who have knowledge of an applicant’s personal characteristics and/or academic abilities.
4. A satisfactory criminal background check for all states of residence for the past five years, along 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 Gayle Bolt Price School of Graduate Studies, the Vice President for Enrollment Management, and the Counseling Program graduate faculty. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the criminal record check has been submitted must be reported immediately to the Dean of the School of Graduate Studies and to the Chair of Counselor Education. Failure to report allegations of such charges may result in immediate dismissal from the program.
5. A successful interview with faculty in the program.

In addition to the requirements listed above, the Clinical Mental Health Counseling Program requires applicants to have completed a minimum of 12 hours of psychology or related areas, to include psychopathology or abnormal psychology. There are no prerequisite courses required for admission to the School Counseling Program. However, two courses in the program have prerequisites that may be taken concurrently with graduate courses. An undergraduate course in abnormal psychology or psychopathology 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.

### **Policy for Admission of Non-Degree-Seeking 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 Psychological Science and Counselor Education (SPSCE) 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 SPSCE has a policy and procedure regarding the admission of non-degree-seeking or transient students to courses within the School Counseling and Clinical Mental Health Counseling programs. The SPSCE 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 instructor after consultation with other SPSCE faculty.

Students requesting admission to courses must meet the following requirements:

1. Current enrollment in a college or university in a counseling program similar to those offered at Gardner-Webb University, or graduation from a CACREP accredited counseling program;
2. Submission of an official transcript demonstrating being in good standing and with at least a 3.0 grade point average, or showing the degree conferred; and
3. An application submitted to the School of Graduate Studies in the standard format, accompanied by a cover letter detailing the courses sought, the reasons they are desired from Gardner-Webb, and the reasons they cannot be taken at the individual's home institution.

Those courses which Gardner-Webb University considers to be clinical courses cannot be taken by students who are not enrolled in the Gardner-Webb University counseling master's degree programs. These include at least the following: CEDU 601, CEDU 602, CEDU 621, CEDU 625, CEDU 655, CEDU 670, CEDU 675, CEDU 690, CEDU 691, CEDU 692, CEDU 695, CEDU 696, and CEDU 699.

### **Policy on Distance Learning and Supervision**

As the Graduate Faculty of the School of Psychological Science and Counselor Education (SPSCE), it is our responsibility to teach students to effectively engage in the process of counseling. This process is one which uses the power of interpersonal relationships in creating beneficial change. We believe, therefore, that the interpersonal interaction found in a traditional classroom setting is a valuable and essential teaching tool. Therefore, we are committed to maintaining the face-to-face learning environment. At the same time, we appreciate the many benefits of alternative instructional methodologies such as those found in online classrooms. We believe that our students are best served when these methodologies are used to supplement and enhance, rather than completely replace, the face-to-face interactions found within the traditional classroom.

In keeping with this philosophy, the delivery methodologies for the courses in the graduate counseling programs fall within a few broad categories based on what is believed to be the most effective pedagogy for each course. These broad categories are described as follows.

Some courses in the developmental sequence have been selected and approved to be offered in a face-to-face format. These courses may have limited, if any, web-enhancement. More specifically, any use of online methodologies by faculty to substitute for more than 25% of face-to-face class meetings in any course other than those officially designated as hybrid, practicum, or internship requires approval by the Graduate Faculty of the SPSCE.

Some courses in the developmental sequence have been selected and approved to be offered in a hybrid format. These designated hybrid courses will utilize a traditional face-to-face approach for 50% of the class experience, and they will utilize online methodologies for 50% of the class experience. How each class period will be designated as face-to-face or online will vary by course.

For practicum and internship courses, it is the expectation that all meetings will be face-to-face. However, if an individual student's situation necessitates a distance learning arrangement, such requests will be considered on a case-by-case basis. In order to be considered, the student must submit a request in writing during the placement process for the semester during which the accommodation will be needed. These written requests will be submitted to the Chair of Counselor Education for consideration and approval of the Graduate Faculty of the SPSCE. Students who receive permission for a distance supervision arrangement will attend a minimum of five class-related meetings in person throughout the semester as approved by the university supervisor.

## Recommendation for Credentialing and Employment

The College of Education is the state-recognized licensing agent at Gardner-Webb for school counseling students. Upon completing the program, graduate students are referred to the College of Education. The appropriate personnel in the College of Education oversee the application process with the graduate.

Clinical mental health counseling students are referred to the licensing board during the capstone course (CEDU 699) where they begin the application process for licensure. It is often the case that graduates utilize letters of recommendation from instructors as part of the process of licensure and this would include documenting supervisory contact hours.

## Policy on Add-on Licensure Coursework

Gardner-Webb counseling students frequently inquire about completing additional coursework to support application for additional counseling-related licensures. While we do not offer licensure-only programs, it is possible for graduates of one of our counseling programs to complete a Post-Master's Certificate in either clinical mental health and school counseling to complete additional educational requirements necessary for seeking licensure in these areas. Previous Gardner-Webb counseling graduates may apply for consideration at any point post-graduation, consistent with the deadlines listed below. In order to honor these deadlines, currently enrolled students may apply to be considered for the Post-Master's Certificate of their choice during the final semester of their degree program. If approved, Post-Master's Certificate may begin only after graduation. Completion of the additional courses does not result in the awarding of an additional degree. It merely allows for the opportunity to seek the licensing credential associated with that degree program.

The process for pursuing a Post-Master's Certificate coursework is as follows:

1. Applicant completes the Intent Form found in the School of Psychological Science and Counselor Education Graduate Student Handbook and submits form to the Chair of Counselor Education by February 15 (to begin courses in Summer or Fall) or September 15 (to begin courses in Spring);
2. Chair consults with the coordinator of the program from which applicant graduated to confirm applicant graduated in good standing;
3. Chair consults with the coordinator of the program in which applicant wishes to take add-on courses to determine whether applicant's request can be accommodated at this time;
4. If appropriate, applicant will be invited to participate in an interview with program faculty;
5. If interview process is successful, applicant will be asked to submit an application to the School of Graduate Studies for non-degree-seeking student status and to submit a current criminal background check (if graduation from the counseling program occurred one year or more from the desired start date);
6. Notification of final admission decision will come from the School of Graduate Studies.

## Post-Master's Certificate in Clinical Mental Health Counseling

Graduates of Gardner-Webb's MA in Clinical Mental Health Counseling Program who complete this Post-Master's Certificate and pursue licensure will have the opportunity to seek careers in a variety of settings including, but not limited to, mental health agencies, non-profit organizations providing therapeutic services, college counseling centers, and potentially private practice settings. The Licensed Clinical Mental Health Counselor Associate (LCMHCA) licensure is the first tier of state licensure in NC and is a restricted license that requires supervision before one is eligible to apply for unrestricted licensure status as a Licensed Clinical Mental Health Counselor (LCMHC). The courses outlined below supplement courses completed by Gardner-Webb School Counseling graduates and meet the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC) educational requirements for licensure as an LCMHCA. Completion of these courses does not guarantee licensure. Students enrolled in Post-Master's Certificate courses are also responsible for meeting all additional licensure requirements (exams, supervision, etc.) found on the North Carolina Board of Licensed Clinical Mental Health Counselors website ([nblcmhc.org](http://nblcmhc.org)).

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

Individuals interested in licensure in states outside of NC should consult licensing requirements for that state to guide selection of elective courses to complete.

#### Required Courses (21 Credit Hours)

|          |  |   |
|----------|--|---|
| CEDU 655 | Psychodiagnostics and Treatment Planning                         | 3 |
| CEDU 670 | Practicum in Clinical Mental Health Counseling                   | 3 |
| CEDU 690 | Internship in Clinical Mental Health Counseling                  | 3 |
| CEDU 691 | Internship in Clinical Mental Health Counseling                  | 3 |
| CEDU 699 | Professional Development of the Clinical Mental Health Counselor | 3 |
|          | Approved electives   | 6 |

Please note that these add-on licensure requirements are based on completion of Gardner-Webb's current 48-hour School Counseling Program. If you graduated from an earlier Gardner-Webb counseling program, it is your responsibility to consult with the licensing board to confirm that these courses will meet your needs. Admission to courses not included on the above list will be considered consistent with current transient credit policy.

### Post Master's Certificate in School Counseling

Graduates of Gardner-Webb's MA in School Counseling Program who complete this Post-Master's Certificate and pursue licensure will have the opportunity to seek employment as Professional School Counselors in a variety of educational settings. The courses outlined below supplement courses completed by Gardner-Webb Clinical Mental Health Counseling graduates and meet the NC Department of Public Instruction's educational requirements for licensure as a School Counselor. Completion of these courses does not guarantee licensure. Students enrolled in Post-Master's Certificate courses are also responsible for successful completion of the appropriate licensing exam (PRAXIS II: School Guidance and Counseling: 570).

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

Individuals interested in licensure in states outside of NC should consult licensing requirements for that state.

#### Required Courses (12 Credit Hours)

|          |  |   |
|----------|--|---|
| CEDU 618 | Comprehensive Developmental School Counseling Programs | 3 |
| CEDU 675 | Practicum in School Counseling                         | 3 |
| CEDU 695 | Internship in School Counseling                        | 3 |
| CEDU 696 | Internship in School Counseling                        | 3 |

*Please note that these add-on licensure requirements are based on completion of Gardner-Webb's current 60-hour Clinical Mental Health Counseling Program. If you graduated from an earlier GWU counseling program, it is your responsibility to consult with the Department of Public Instruction to confirm that these courses will meet your needs. Admission to courses not included on the above list will be considered consistent with current transient credit policy.*

### Retention Policy

A student must have an average GPA of 3.0 overall to be awarded the MA degree. When the GPA falls below 3.0, the student is placed on academic probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be placed on academic suspension. The student may reapply after one year. The department graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

## Graduate Student Periodic Progress Review

The clinical faculty meets periodically to discuss student issues and meets formally at least once each year to evaluate each individual student's progress in the program. The intent of this review process is two-fold. Faculty members strive to support student growth and development throughout the program and want to see all students succeed. The review process allows us to identify ways in which we can provide better support for each student's progress. Additionally, faculty members are charged with ensuring that graduates of our program are capable of providing competent counseling services to their future clients. We consider academic progress, clinical skill development, and personal characteristics (e.g., maturity, judgment, emotional stability, sensitivity to others, self-awareness), that affect the student's ability to be an effective counselor. Any student who presents serious concerns including, but not limited to, failure to maintain a B average, receiving a grade of C or below, or evidence of personal difficulty which has the potential to negatively affect their capacity to function as a counselor, will be required to meet with their advisor and/or other program faculty as needed to discuss their progress in the program in addition to School of Graduate Studies consequences. If it is determined that continuation in the program is appropriate, a remediation plan will be developed. Depending upon the nature of the concern, remediation plans may be completed concurrently with enrollment or may require time away from the program. Plans may include, but are not limited to, participation in directed individual counseling to address noted concerns with periodic reports, the completion of additional coursework, or revisiting previous coursework. Students who do not successfully complete the remediation plan may be placed on programmatic suspension (with the opportunity to reapply after 1-3 years) or may be dismissed from the program.

While most instances of student difficulty may be successfully remediated, there can be exceptions that require more immediate action. Students who engage in academic dishonesty or blatantly disrespectful behavior toward faculty and/or classmates disrupt the learning environment for everyone and may call for immediate intervention in order to protect the integrity of the program. Similarly, cases of student difficulty that emerge during the clinical experiences (practicum and internship) may require immediate action in order to uphold the ethical standard of protecting clients. If it is determined that the concerns presented by the student are of such a serious nature that continuation in the program is not appropriate, the result will be either immediate programmatic suspension or permanent dismissal from the program. If the result is suspension, the student will have an opportunity to reapply after 1-3 years as specified in a suspension letter. The process for readmission following a programmatic suspension will include a meeting with at least three graduate counseling faculty in which the student presents a rationale to support readmission into the counseling program that suggests full understanding of the concern(s) presented and/or evidence that the issue(s) of concern have been addressed. If the result is permanent dismissal, readmission into the counseling program will not be possible.

## Clinical Mental Health Counseling, Master of Arts

### Purpose

The MA program in Clinical Mental Health Counseling is designed to develop skilled clinicians and well-educated leaders in the mental health field. Within a caring and challenging environment, this 60-credit-hour program is designed to facilitate the acquisition and application of knowledge and skills to prepare counselor trainees to effectively practice in diverse settings. Utilizing a scientist practitioner model, the program emphases include integration of theory and practice, critical thinking, and decision making, and examination of personal values and experiences as they influence clinical practice. Students obtain strong theoretical and technical training which is applied during field-based counseling practicum and internships.

### Student Learning Outcomes

SLO 1a: Identify and develop professional and ethical behaviors consistent with those defined and demonstrated within professional counseling associations such as the American Counseling Association.

SLO 1b: Examine the cultural contexts of relationships, issues, and trends in a multicultural society and generate therapeutic conceptualizations and interventions.



SLO 1c: Examine the nature and needs of persons at all developmental levels and generate appropriate therapeutic conceptualizations and interventions.

SLO 1d: Evaluate career development and related life factors as part of clinical assessment of clients' therapeutic needs.

SLO 1e: Evaluate the counseling process for diverse client populations and demonstrate helping skills needed for successful professional practice.

SLO 1f: Examine and apply theoretical and experiential understandings of group process as a means of promoting therapeutic change.

SLO 1g: Examine and apply individual and group approaches to assessment.

SLO 1h: Examine and apply research methods, statistical analysis, needs assessment, and program evaluation.

SLO 2a: Understand the history and development of the clinical mental health counseling profession and current models of case conceptualization and treatment planning, including attention to assessment as well as school-community-college collaboration and consultation.

SLO 2b: Understand the effective and ethical functioning of mental health counselors in their varied roles in serving the mental health needs of client populations using appropriate diagnostic principles and tools while considering multicultural factors and legislative policy as a backdrop to practice.

SLO 2c: Understand the elements of mental health counseling program development and implementation that contribute to the effective provision and management of competent counseling services to a variety of client populations with specific attention to assessment, diagnosis, treatment planning, and advocacy.

SLO 3: Demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of a variety of client populations.

### **Clinical Mental Health Counseling Curriculum (60 hours)**

All core courses should be completed before any student enters practicum or internship and they may be required for other courses as well. Graduate students should talk with their advisors when planning a course of study to be sure that they include courses required to become licensed as professional counselors. Students are cautioned that deviating from the established sequence of courses may result in extending the time to complete the program. Your advisor should be consulted about any required change in your course of study.

### **Requirements List**

|          |  |     |
|----------|--|-----|
| CEDU 601 | Counseling Theories and Techniques I                             | 3   |
| CEDU 602 | Counseling Theories and Techniques II                            | 3   |
| CEDU 605 | Advanced Human Growth and Development                            | 3   |
| CEDU 616 | Methods of Assessment and Evaluation                             | 3   |
| CEDU 620 | Methods of Research and Program Evaluation                       | 3   |
| CEDU 621 | Crisis Intervention Counseling                                   | 3   |
| CEDU 625 | Group Counseling   | 3   |
| CEDU 635 | Advanced Psychopathology   | 3   |
| CEDU 640 | The Counselor as Professional, Practitioner, and Consultant      | 3   |
| CEDU 645 | Career Development: Theory and Practice                          | 3   |
| CEDU 646 | Couples and Family Counseling (Elective)*                        | 3   |
| CEDU 647 | Child and Adolescent Counseling (Elective)                       | 3   |
| CEDU 667 | OR<br>Seminar on Contemporary Issues in Counseling (Elective)    | 1-3 |
| CEDU 650 | AND<br>Legal, Ethical, and Professional Issues in Counseling     | 3   |
| CEDU 655 | Psychodiagnosics and Treatment Planning                          | 3   |
| CEDU 660 | Substance Use Disorders Counseling                               | 3   |
| CEDU 665 | Multicultural Counseling   | 3   |
| CEDU 670 | Practicum in Clinical Mental Health Counseling                   | 3   |
| CEDU 690 | Internship in Clinical Mental Health Counseling                  | 3   |
| CEDU 691 | Internship in Clinical Mental Health Counseling                  | 3   |
| CEDU 699 | Professional Development of the Clinical Mental Health Counselor | 3   |

**Subtotal: 60**

### **Optional Marriage, Couples, and Family Counseling**

**Concentration (9 hours)**

Within the Clinical Mental Health Counseling Program, the optional Marriage, Couples, and Family Counseling (MCFC) concentration courses will prepare graduates to holistically assess and treat the therapeutic needs of couples and families. As part of the 69 credit hours of graduate-level training (60 hours in the Clinical Mental Health Counseling Program plus 9 hours of MCFC courses), students acquire theoretical and practical knowledge and skills that equip them to understand and intervene in their clients' lives. The concentration prepares students for pursuit of the Licensed Marriage and Family Therapist (LMFT) in addition to the Licensed Clinical Mental Health Counselor (LCMHC). Students choosing to pursue licensure as a Licensed Marriage and Family Therapist (LMFT) in addition to an LCMHC will need to work closely with their program advisor to ensure that they meet requirements unique to the LMFT credential.

Students enrolled in the Clinical Mental Health Counseling (CMHC) Program with Marriage, Couples, and Family Counseling (MCFC) Concentration will meet all requirements for the CMHC Program along with the following requirements specific to the MCFC Concentration:

In CEDU 620 (Methods of Research and Program Evaluation), students will select topics related to marriage, couples, and family counseling for their assigned research projects.

In CEDU 655 (Psychodiagnostics and Treatment Planning), students will use case studies to competently diagnose all types of psychopathology, and to develop appropriate treatment plans related to individuals, couples, and families.

Students enrolled in the MCFC Concentration will take CEDU 646 (Couples and Family Counseling) as their elective course.

In Practicum and Internship courses, students will complete their clinical experiences in relational hours that align with the NC Licensing Boards. Students planning to pursue licensure in a state other than North Carolina are encouraged to consult with faculty members to determine whether there is a need to complete additional clinical requirements for that state.

Students will complete the following additional 9 hours of coursework:

|          |   |   |
|----------|---|---|
| CEDU 656 | Theoretical Foundation of Marriage and Family Therapy             | 3 |
| CEDU 657 | The Practice of Marriage, Couple, and Family Counseling (Part I)  | 3 |
| CEDU 658 | The Practice of Marriage, Couple, and Family Counseling (Part II) | 3 |

Total Credit Hours: 60-69

**School Counseling (Pre-K-12), Master of Arts**

**Purpose**

The 48-credit-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 American School Counselor Association (ASCA) National Model and to collaborate with parents, school personnel, and others in assisting students with academic, career, personal, and 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 accepted 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 counselor trainee's identity as a professional school counselor.

**Student Learning Outcomes**

SC-SLO 1a: Identify and develop professional and ethical behaviors consistent with those defined and demonstrated within professional counseling associations such as the American Counseling Association

SC-SLO 1b: Examine the cultural contexts of relationships, issues, and trends in a multicultural society and generate therapeutic conceptualizations and interventions

SC-SLO 1c: Examine the nature and needs of persons at all developmental levels and generate appropriate therapeutic conceptualizations and interventions

SC-SLO 1d: Evaluate career development and related life factors as part of clinical assessment of clients' therapeutic needs

SC-SLO 1e: Evaluate the counseling process for diverse client populations and demonstrate helping skills needed for successful professional practice

SC-SLO 1f: Examine and apply theoretical and experiential understandings of group process as a means of promoting therapeutic change

SC-SLO 1g: Examine and apply individual and group approaches to assessment

SC-SLO 1h: Examine and apply research methods, statistical analysis, needs assessment, and program evaluation

SC-SLO 2a: Understand the history and development of the school counseling profession and current models of program design, including attention to comprehensive career development, school-based collaboration and consultation, and P-12 specific assessments

SC-SLO 2b: Understand the effective and ethical functioning of school counselors in their varied roles in serving the academic and mental health needs of students

SC-SLO 2c: Understand the elements of school counseling program development that contribute to the effective provision of competent counseling services to P-12 students

SC-SLO 3: Demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P-12 students

### School Counseling Curriculum (48 hours)

#### Requirements List

|          |   |   |
|----------|---|---|
| CEDU 601 | Counseling Theories and Techniques I                        | 3 |
| CEDU 602 | Counseling Theories and Techniques II                       | 3 |
| CEDU 605 | Advanced Human Growth and Development                       | 3 |
| CEDU 616 | Methods of Assessment and Evaluation                        | 3 |
| CEDU 618 | Comprehensive Developmental School Counseling Programs      | 3 |
| CEDU 620 | Methods of Research and Program Evaluation                  | 3 |
| CEDU 621 | Crisis Intervention Counseling                              | 3 |
| CEDU 625 | Group Counseling  | 3 |
| CEDU 635 | Advanced Psychopathology                                    | 3 |
| CEDU 640 | The Counselor as Professional, Practitioner, and Consultant | 3 |
| CEDU 645 | Career Development: Theory and Practice                     | 3 |
| CEDU 650 | Legal, Ethical, and Professional Issues in Counseling       | 3 |

|          |                                 |   |
|----------|---------------------------------|---|
| CEDU 665 | Multicultural Counseling        | 3 |
| CEDU 675 | Practicum in School Counseling  | 3 |
| CEDU 695 | Internship in School Counseling | 3 |
| CEDU 696 | Internship in School Counseling | 3 |

**Subtotal: 48**

Total Credit Hours: 48

## Education

Dean: P. Bull

Associate Dean for Graduate Programs: J Putnam

College of Education Assessment Coordinator: M. Porter

Coordinator of EdD in Organizational Leadership Studies:

J. Hamilton

Coordinator of EdD in Curriculum and Instruction: J.

Putnam

Coordinator of EdD in Educational Leadership: S. Laws

Coordinator of EdS in Educational Leadership: S. Laws

Coordinator of MA in Curriculum and Instruction Programs

and Concentration Pathways: C. Simpson

Coordinator of MA in Instructional Technology: P. Bull

Coordinator of MA in Executive Leadership Studies: D.

Lamb

### Faculty

Professors: B. Boyles, S. Brown, P. Bull, F. Burch, L. Wesson

Associate Professors: J. Putnam, S. Laws, S. Stone, J. Van Cleave

Assistant Professors: J. Hamilton, D. Lamb, J. Lord, M. Porter, A. Sanders, C. Simpson, K. Smith

### Mission

The Gardner-Webb University College of Education equips candidates to impact communities through innovative, collaborative leadership by applying principles of learning and continuous improvement to foster meaningful intellectual thought, critical analysis, spiritual challenge, and preparation for success within a diverse world.

### Vision

Gardner-Webb University College of Education is a premier catalyst for positive, sustainable change.

### Values

The Gardner-Webb University College of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning. Specifically, these knowledge practices include:

1. Principles of ongoing reflection, continuous improvement, and evidence-based decision-making;

2. Caring relationships characterized by high ethical standards, collaboration, and shared decision-making;
3. Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and facilitating meaningful individual and collective development; and
4. Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities for individual and collective development.

### **College of Education Student Learning Outcomes**

Through demonstrating these values to candidates at the initial and advanced levels in addition to engaging candidates in clinical experiences and coursework, the College of Education works to create graduates who are:

1. Culturally competent;
2. Content knowledge experts;
3. Evidence-based decision-makers;
4. Reflective and effective practitioners;
5. Innovative integrators of appropriate technology; and
6. Ethical and collaborative leaders of internal stakeholders as well as families and communities.

### **Major Fields of Study**

The college offers the following Master of Arts degrees.

Teacher Leadership in Curriculum and Instruction (no specific concentration)  
 Teacher Leadership in Curriculum and Instruction with a concentration in Elementary Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Middle Grades Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Rural Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Urban Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Christian School Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Academically/Intellectually Gifted Education  
 Executive Leadership Studies  
 Instructional Technology

The college offers Educational Specialist degrees in Curriculum and Instruction and Educational Leadership.

The college offers the following Doctor of Education degrees.

Curriculum and Instruction  
 Educational Leadership  
 Organizational Leadership

### **Master's Programs**

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, and a passing score on the appropriate Praxis, if required, students who hold initial licensure will be recommended for the North Carolina graduate license in the appropriate licensure area.

### **Programs**

Teacher Leadership in Curriculum and Instruction (no specific concentration)  
 Teacher Leadership in Curriculum and Instruction with a concentration in Elementary Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Middle Grades Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Rural Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Urban Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Christian School Education  
 Teacher Leadership in Curriculum and Instruction with a concentration in Academically/Intellectually Gifted Education  
 Executive Leadership Studies

### **Application for Graduate Licensure**

An application for the North Carolina graduate-level license must be filed with the Licensure Section of the North Carolina Department of Public Instruction (NCDPI). With the exception of the school counseling program, one must hold, or be eligible to hold, an "A"-level license before applying for a 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.

### Special Licensure Students

**Initial "A"-Level Licensure:** Applicants who hold a baccalaureate degree but who do not hold a North Carolina "A"-level Teacher's License or its equivalent may apply for admission as non-degree-seeking students to the approved program for teacher licensure. The College 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 non-degree-seeking 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 non-degree-seeking students by completing the School of Graduate Studies 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 non-degree-seeking students by completing the School of Graduate Studies application and by submitting an official transcript showing completion of the master's degree.

## Teacher Leadership in Curriculum and Instruction, Master of Arts

Graduate courses for the master's degree in Teacher Leadership in Curriculum and Instruction (MTLCI) are designed to assist in the advanced preparation of individuals who desire to become curriculum leaders. The Teacher Leadership in Curriculum and Instruction program allows learners to improve professional skills, put theory into practice, and enhance pedagogical and integration expertise. Candidates will benefit from a synthesis of current research and classroom applications during the coursework and in Clinical Experience. Candidates may choose from a general program of study in Teacher Leadership in Curriculum and Instruction or may concentrate in one of six areas: Elementary Education, Middle Grades Education, Christian School Education, Urban Education, Rural Education, or Academically/Intellectually Gifted Education. An add-on licensure in Academically/Intellectually Gifted Education (p. 292) is also available. The MTLCI Program at Gardner-Webb University is state-approved by the North Carolina State Board of Education.

### Mission Statement

The Teacher Leadership in Curriculum and Instruction master's program serves advanced candidates aspiring to curriculum roles that promote learning through facilitated collaboration and continuous improvement.

### Admission Requirements

Program-specific admission requirements for full acceptance into the Master of Arts in Teacher Leadership in Curriculum and Instruction are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment
3. An "A"-level teaching license or equivalent for those who are pursuing graduate-level licensure. For those who are not pursuing graduate-level licensure, equivalent teaching experience is required.
4. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student
5. Access to a classroom in which to engage in instruction
6. Cohort Form

### Program Goals

The Master of Arts in Teacher Leadership in Curriculum and Instruction with its associated concentrations is designed to meet the following program goals:

1. Candidates will demonstrate advanced content knowledge related to core concepts;
2. Candidates will implement processes relative to the specific discipline;
3. Candidates will reflect critically on performances of others and/or self for the purpose of improvement; and
4. Candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.

- b. Value an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning
- c. Value an educational culture that develops reflective teacher-leaders who are data-informed agents of change
- d. Value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change

**Student Learning Outcomes**

1. Teacher Leadership in Curriculum and Instruction master’s candidates will demonstrate advanced content knowledge related to core concepts.
  - a. Identify, summarize, and apply in-depth knowledge of current research related to curriculum, instruction, and assessment
  - b. Identify, summarize, and apply understanding of integration of 21st-century content and skills into educational practices
  - c. Identify, summarize, and apply understanding of tenets of professional learning communities
  - d. Demonstrate knowledge of curriculum design informed by understanding of diversity in all its forms
2. Teacher Leadership in Curriculum and Instruction master’s candidates will implement processes relative to the specific discipline.
  - a. Model 21st-century skills integration in facilitation of instruction
  - b. Demonstrate the ability to develop action plans informed by best practices and based on identified needs
  - c. Demonstrate leadership in advocating for student learning and the profession
3. Teacher Leadership in Curriculum and Instruction master’s candidates will reflect critically on performances of others and/or self for the purpose of improvement.
  - a. Engage in reflection related to personal and professional progress on Graduate Teacher Program Standards within evidence work for the purpose of improvement
  - b. Engage in reflection related to work in collaborating with colleagues for the purpose of student learning and school improvement
4. Teacher Leadership in Curriculum and Instruction master’s candidates will demonstrate professional dispositions in varied settings with regard to all members of an organization.
  - a. Value an educational culture that focuses on learning for all students

**MTLCI Curriculum (33 hours)**

Candidates will begin their course of study by focusing on the history and philosophy of curriculum and will delve deeply into their chosen area of concentration. Candidates will continue through the program as combined cohorts. While the content of the rest of the coursework will center on Curriculum and Instruction, candidates will continue to maintain a focus on their specific concentration through common evidences and a three-credit-hour Clinical Experience (consisting of 135 contact hours) embedded throughout the program.

**First Semester**

Choose one of the following.

|          |   |   |
|----------|---|---|
| MTCI 671 | (No Concentration) Philosophy, History, and Methodology of Curriculum and Instruction for Teacher-Leaders   | 6 |
| MTCI 672 | (Elementary Education Concentration) Philosophy, History, and Methodology of Elementary Education for Teacher-Leaders                                       | 6 |
| MTCI 673 | (Middle Grades Education Concentration) Philosophy, History, and Methodology of Middle Grades Education for Teacher-Leaders                                 | 6 |
| MTCI 674 | (Christian School Education Concentration) Philosophy, History, and Methodology of Christian School Education for Teacher-Leaders                           | 6 |
| MTCI 675 | (Urban Education Concentration) Philosophy, History, and Methodology of Urban Education for Teacher-Leaders   | 6 |
| MTCI 676 | (Rural Education Concentration) Philosophy, History, and Methodology of Rural Education for Teacher-Leaders   | 6 |
| MTCI 677 | (Academically/Intellectually Gifted Concentration) Philosophy, History, and Methodology of Academically/Intellectually Gifted Education for Teacher-Leaders | 6 |

**Second Semester**

|          |  |   |
|----------|--|---|
| MTCI 681 | (All C & I Master's Candidates) Leading Differentiation Strategies for Diverse Populations | 6 |
|----------|--|---|

**Third Semester**

|          |  |   |
|----------|--|---|
| MTCI 682 | (All C & I Master's Candidates) Measurement, Assessment, and Action Research for Teacher-Leaders | 6 |
| MTCI 696 | (All C & I Master's Candidates) Teacher-Leader Internship Seminar                                | 1 |

**Fourth Semester**

|          |   |   |
|----------|---|---|
| MTCI 683 | (All C & I Master's Candidates) Current Issues and Special Topics for Teacher-Leaders | 6 |
| MTCI 696 | (All C & I Master's Candidates) Teacher-Leader Internship Seminar                     | 1 |

**Fifth Semester**

|          |   |   |
|----------|---|---|
| MTCI 684 | (All C & I Master's Candidates) Teaching and Leading Literacy Instruction | 6 |
| MTCI 696 | (All C & I Master's Candidates) Teacher-Leader Internship Seminar         | 1 |

Total Credit Hours: 33

Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

**Instructional Technology, Master of Arts**

The College of Education (COE) has developed a Master of Arts degree in Instructional Technology (MAIT) based on the NCDPI Instructional Technology Facilitator Standards (ITF), Digital Learning Competencies (DLC), the International Society of Technology in Education Standards (ISTE), and CAEP Standards. This program is built upon 21st-century knowledge, skills, and dispositions that prepare educators for technology integration and improved student learning within the curriculum. The online MAIT requires 33 credit hours and integrates a core set of pedagogy courses, internships, and practical applications of technology accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI).

**Mission Statement**

As part of the purpose of the MA in Instructional Technology, graduates are encouraged to be lifelong learners and leaders who model, create, facilitate, and collaborate technology within the curriculum that improves teaching and learning.

**Admission Requirements**

Program-specific admission requirements for full acceptance into the Master of Arts in Instructional Technology are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
2. Satisfactory scores on the Graduate Record Exam or the Miller Analogies Test, or an "A"-level teaching license or equivalent for those who are pursuing graduate-level licensure
3. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who knows the applicant's work as an educator or student
4. Access to a classroom in which to engage in teaching and learning
5. Cohort Form

**Program Goals**

1. Provide a study of the evolution of technology, research, and current trends in education
2. Provide opportunity to explore, research, assess, and implement technology integration necessary to meet the diverse needs of students
3. Provide opportunities to promote teacher leadership and service within the school and community
4. Provide a learning environment that embraces critical thinking, decision-making, and student learning
5. Provide a knowledge base for research and data analysis to interpret appropriate technology integration for improved student learning

**Student Learning Outcomes**

1. Investigate, analyze, and evaluate how online resources can be utilized and integrated within the classroom for successful student learning
2. Evaluate and facilitate the integration of technology into the K-12 curriculum
3. Analyze basic troubleshooting for technology issues that might arise in the classroom
4. Synthesize how technology can transform teaching and student learning
5. Interpret, visualize, and plan for current and future technology initiatives

**MAIT Curriculum (33 hours)****First Semester**

|          |  |   |
|----------|--|---|
| MAIT 650 | The Web of Everything: Student Safety Online, Social Networking, Societal Impact, and Current Trends | 6 |
|----------|--|---|

**Second Semester**

|          |  |   |
|----------|--|---|
| MAIT 651 | Hypermedia: The Art of Effective Integration | 6 |
|----------|--|---|

**Third Semester**

|          |   |   |
|----------|---|---|
| MAIT 652 | Hypermedia: The Art of Effective Integration                    | 6 |
| MAIT 653 | Clinical Experience - Innovative Learning: Physical and Virtual | 1 |

**Fourth Semester**

|          |  |   |
|----------|--|---|
| MAIT 654 | P3: Policies, Practices, and Professionalism in a Technology-Infused Society                       | 6 |
| MAIT 655 | Clinical Experience - P3: Policies, Practices, and Professionalism in a Technology-Infused Society | 1 |

**Fifth Semester**

|          |  |   |
|----------|--|---|
| MAIT 656 | Transformational Technology and Strategic Leadership for the World of Tomorrow                       | 6 |
| MAIT 657 | Clinical Experience - Transformational Technology and Strategic Leadership for the World of Tomorrow | 1 |

Total Credit Hours: 33

**Executive Leadership Studies (K-12),  
Master of Arts**

The focus of the Executive Leadership Studies (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to meet the needs of educators in both theory and practice. Qualifying applicants may enter the five-semester program leading to a Master of Arts degree in Executive Leadership Studies (MELS). In order to be licensed in North Carolina, students must demonstrate proficiency by developing an electronic portfolio that addresses the seven standards adopted by the North Carolina State Board of Education and adopted by the North Carolina State Board of Education certified on 21 competencies.

**Mission**

The mission of the Master of Arts degree in Executive Leadership Studies (K-12) is to develop educational leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

**Admission Requirements**

Program-specific admission requirements for full acceptance into the Master Arts in Executive Leadership Studies are the following:

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school;
2. Satisfactory scores on the Graduate Record Exam, Miller Analogies Test, or PRAXIS II Subject Assessment;
3. An "A"-level teaching license or equivalent for those who are pursuing graduate-level licensure;
4. A minimum of three years of successful classroom teaching experience;
5. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student; and
6. Approved Internship Supervision Form and a Cohort Form.

**Program Goals**

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

1. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Principal's licensure;
2. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Principal's licensure;
3. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Principal's licensure;
4. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Principal's licensure;
5. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of Managerial Leadership leading to Principal's licensure;
6. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Principal's licensure; and



7. The MELS program in the College of Education will prepare and improve abilities of candidates in the area of Micro-political Leadership leading to Principal's licensure.

### Student Learning Outcomes

Candidates in the MELS program are expected to demonstrate proficiency in seven standards by completing six evidences with multiple components. The MELS program will prepare and improve the abilities of candidates in the area of Strategic Leadership leading to a school administrator's license.

1. Works with others to develop a shared vision and strategic goals for candidate achievement that reflect high expectations for candidates and staff
2. Maintains a focus on the vision and strategic goals throughout the year
3. Works with others to systematically consider new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process
4. Works with others to incorporate principles of continuous improvement and 21st-century concepts into the School Improvement Plan
5. Works with others to systematically collect, analyze, and use data regarding the school's progress toward attaining strategic goals and objectives
6. Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles
7. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school

*The MELS program will prepare and improve the abilities of candidates in the area of Instructional Leadership leading to a school administrator's license.*

1. Works with others to systematically focus on the alignment of learning, teaching, curriculum, instruction, and assessment to maximize student learning
2. Helps organize targeted opportunities for teachers to learn how to teach their subjects well with engaging lessons
3. Utilizes multiple sources of data, including the Teacher Working Conditions Survey, for the improvement of instruction
4. Adheres to legal requirements for planning and instructional time
5. Reviews scheduling processes and protocols that maximize staff input and address diverse student learning needs

*The MELS program will prepare and improve the abilities of candidates in the area of Cultural Leadership leading to a school administrator's license.*

1. Designs strategies for achieving a collaborative and positive work environment within the school
2. Seeks input from the School Improvement Team and other stakeholders to make decisions
3. Utilizes data gained from the Teacher Working Conditions Survey and other sources to identify perceptions of the work environment
4. Uses shared values, beliefs, and a shared vision to promote a school culture of learning and success
5. Works with others to address diversity and equity as the school develops, monitors, and adjusts the School Improvement Plan
6. Works with others to use established criteria for performance as the primary basis for reward and recognition
7. Identifies strategies for building a sense of efficacy and empowerment among staff
8. Identifies strategies for developing a sense of well-being among staff, students, and parents/guardians

*The MELS program will prepare and improve the abilities of candidates in the area of Human Resource Leadership leading to a school administrator's license.*

1. Works with others to provide structures for and implement the development of effective professional learning communities and results-oriented professional development
2. Routinely participates in professional development focused on improving instructional programs and practices
3. Supports, mentors, and coaches staff members and emerging teacher leaders
4. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice
5. Works with others to implement district and state evaluation policies in a fair and equitable manner

*The MELS program will prepare and improve the abilities of candidates in the area of Managerial Leadership leading to a school administrator's license.*

1. Works with others to incorporate the input of the School Improvement Team in budget and resource decisions
2. Works with others to use feedback and data to assess the success of funding and program decisions
3. Works with others to resolve problems and/or areas of conflict within the school in ways that improve student achievement
4. Works with others to utilize a system of open communication that provides for the timely, responsible sharing of information within the school community

5. Works with others to provide information in different formats in multiple ways through different media in order to ensure communication with all members of the community
6. Works with others to communicate and enforce clear expectations, structures, rules, and procedures for students and staff
7. Works with others to effectively implement district rules and procedures

*The MELS program will prepare and improve the abilities of candidates in the area of External Leadership leading to a school administrator's license.*

1. Works with others to engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school
2. Works with others to ensure compliance with federal, state, and district mandates
3. Continually assesses the progress of district initiatives and reports results to district-level decision makers
4. Works with others to implement district initiatives directed at improving student achievement

*The MELS program will prepare and improve the abilities of candidates in the area of Micro-political Leadership leading to a school administrator's license.*

1. Works with others to build systems and relationships that utilize the staff's diversity, ideological differences, and expertise to realize the school's goals

**Add-on School Administration Licensure (24 hours)**

A 24-hour program designed to serve candidates holding a master's degree who are seeking North Carolina School Administration Licensure can be completed in as few as three consecutive semesters, or 12 months. Requirements, following a successful transcript review, are determined on an individual basis. Candidates have the opportunity to petition to have some requirements (Tasks, Artifacts, and/or Competency evidences) reviewed and substituted for program requirements. These substitutions are conditional and must fulfill the requirements of existing rubrics. Some substitutions may be supplemented to meet program requirements. In the event candidates do not complete portfolio requirements in three semesters, an additional one-hour semester is assigned until completion. For specific add-on licensure requirements, click here. (p. 293) Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

**MELS Curriculum (36 hours)**

|          |  |   |
|----------|--|---|
| MELS 601 | Executive Leadership in a 21st Century Change Environment  | 6 |
| MELS 602 | Research and Assessment for 21st Century Executive Leaders | 6 |
| MELS 603 | Resource Management for 21st Century Executive Leaders     | 6 |
| MELS 604 | 21st Century Curriculum and Instructional Development      | 6 |
| MELS 605 | 21st Century School Leadership                             | 6 |
| MELS 696 | Internship   | 2 |
| MELS 697 | Internship   | 1 |

MELS 697 is a one-credit-hour course in this program and must be taken four semesters for a total of four hours.

**As-needed Continuing Hours**

The clinical experience continuation course is available for students who have completed required coursework in the MELS degree or add-on program but have not completed the electronic portfolio satisfactorily or have not completed the requirements for licensure. In order to complete these requirements, the student must have the assistance of their Clinical Experience Supervisor; therefore, the student must remain enrolled in MELS 699. A student may take MELS 699 multiple times.

|          |                                  |   |
|----------|----------------------------------|---|
| MELS 699 | Clinical Experience Continuation | 3 |
|----------|----------------------------------|---|

Total Credit Hours: 36

## Education Specialist Programs

### Curriculum and Instruction, Education Specialist

The Education Specialist (EdS) degree in Curriculum and Instruction (ESCI) at Gardner-Webb University is a 54-credit-hour program for advanced candidates aspiring to leadership roles that promote high-impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement. Candidates experience ESCI program course modules within a cohort model progressing through coursework as a team and building relationships crucial to the goals of collaboration and continuous improvement. Upon completion of program coursework and related evidences and passing scores on the Praxis II Educational Leadership: Administration and Supervision (5411) assessment, candidates may be recommended for S-level North Carolina licensure as a Curriculum Instructional Specialist. All components of the program are aligned to the Teacher Leader Model Standards (TLMS) published by the Teacher Leadership Exploratory Consortium (2012). These standards are aligned to Interstate School Leaders Licensure Consortium (ISLLC) standards and to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards. The TLMS can be accessed at <http://teacherleaderstandards.org/>.

#### Program Goals

As a result of participating in the EdS in Curriculum and Instruction program, candidates will:

1. foster a collaborative culture to support educator development and student learning;
2. access and use research to improve practice and student learning;
3. promote professional learning for continuous improvement;
4. facilitate improvements in instruction and student learning;
5. promote the use of assessments and data for school and district improvement;
6. improve outreach and collaboration with families and community; and
7. advocate for student learning and the profession.

#### Student Learning Outcomes

EdS in Curriculum and Instruction candidates will:

- 1a. demonstrate effective leadership, collaboration, coaching, and mentoring skills with colleagues;

1b. lead efforts to promote an educational culture that focuses on learning for all students;

2a. lead efforts to share research-based best practices to foster improved practice and student learning;

2b. incorporate research on curriculum and adult learning in order to lead others effectively in improving student learning;

3a. lead efforts to promote an educational culture that develops reflective teacher-leaders who are data-informed agents of change;

3b. identify, summarize, and apply current research on characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results;

4a. mentor others on effective design and delivery of instruction;

4b. promote instructional strategies that address issues of diversity and equity in the classroom;

5a. identify, summarize, and apply current research related to accessing and utilizing various forms of data to inform decision-making;

5b. lead efforts to promote an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning;

5c. demonstrate leadership skills in development and implementation of action plans based on identified needs;

6a. identify, summarize, and apply current research related to family and community engagement;

6b. lead efforts to improve family and community engagement within a site or district;

7a. value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change; and

7b. advocate for improved student learning as well as for the education profession.

#### Admission Requirements

Admission requirements for the EdS in Curriculum and Instruction and the Doctor of Education (EdD) in Curriculum and Instruction are the same.

At the successful completion of the first 54 credit hours in the program, all candidates may apply for NC S-level licensure as a Curriculum-Instructional Specialist and have the choice of completing and receiving their EdS degree or continuing on in dissertation hours to work towards their EdD. If a candidate chooses to receive their EdS, no courses taken in the program can apply toward an EdD.

Admission requirements are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful teacher leadership experience;
3. Current teaching license or a letter indicating appropriate experience;
4. Three professional recommendations from persons, at least one of whom must be an administrator or at the central-office level, who know the applicant's work as an educator or graduate student;
5. Satisfactory scores on the GRE or MAT, current within the previous five years, OR the completion of a master's degree program from the School of Education at Gardner-Webb University, OR completion of an Add-On Licensure program at the master's level from the School of Education at Gardner-Webb University OR current National Board Certification;
6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Curriculum and Instruction; and
7. Cohort Form.

**Course Requirements (54 hours)**

|          |   |    |
|----------|---|----|
| EDCI 730 | Theory Development                                | 6  |
| EDCI 732 | Issues and Models in Curriculum                   | 6  |
| EDCI 734 | Reform and Change Theory                          | 6  |
| EDCI 736 | Research Design and Methods                       | 12 |
| EDCI 738 | Curriculum Assessment and Evaluation              | 6  |
| EDCI 740 | Instructional Leadership                          | 12 |
| EDDS 731 | Dissertation Coaching/Clinical Experience Seminar | 1  |
| EDDS 733 | Dissertation Coaching/Clinical Experience Seminar | 1  |
| EDDS 735 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 737 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 739 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 741 | Dissertation Chairing/Clinical Experience Seminar | 1  |

Candidates in the program will be supported from their first semester in engaging in the process of developing a dissertation proposal and/or a research topic. This work supports candidates in understanding of research method and process. At the conclusion of the 54-hour coursework, candidates may choose to graduate with their EdS degree or continue on into dissertation hours and pursue their EdD. Students who choose to pursue their EdD may, at any point, also choose to end their studies and graduate with an EdS. Once a student graduates with their EdS degree, no EDCI courses may be applied to an EdD degree.

Total Credit Hours: 54

**Educational Leadership, Education Specialist**

**Mission Statement**

The EdS program in Educational Leadership will strive to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively as leaders in fluctuating, complex, and dynamic educational environments. This will be accomplished by applying principles of continuous improvement to maximize human, social, and spiritual potential.

**Admission Requirements**

Program-specific admission requirements for acceptance into the Education Specialist in Executive Leadership are the following:

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful administrative/teacher leadership experience, administration preferred;
3. Current entry-level license in school administration-principal;
4. Three professional recommendations from persons who know the applicant's work as an educator or graduate student, at least one of whom must be an administrator at the central-office or school-board level;
5. Satisfactory scores on the GRE or MAT, current within the previous five year OR the completion of a master's degree program from the School of Education at Gardner-Webb University OR completion of an add-on licensure program at the master's level from the College of Education at Gardner-Webb University; OR current National Board Certification;
6. Personal essay explaining the applicant's purpose in wanting to earn an EdS in Executive Leadership; and
7. Cohort Form.

**Program Goals**

1. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of Strategic Leadership leading to Superintendent's licensure.
2. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of Instructional Leadership leading to Superintendent's licensure.
3. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of Cultural Leadership leading to Superintendent's licensure.
4. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of Human Resource Leadership leading to Superintendent's licensure.
5. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of Managerial Leadership leading to Superintendent's licensure.
6. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of External Development Leadership leading to Superintendent's licensure.
7. The EdS program in the College of Education will prepare and improve abilities of candidates in the area of Micro-political Leadership leading to Superintendent's licensure.

### Student Learning Outcomes

Candidates graduating from the EdS program will demonstrate and show proficiency in the 56 descriptors outlined by the North Carolina Department of Public Instruction that correlate with the following practices. These descriptors translate to student learning outcomes in that successful demonstration of all 56 is required for both the degree and Superintendent's licensure.

As a result of participating in the EdS program students will be able to demonstrate:

1. cultural competence;
2. expert content knowledge;
3. evidence-based decision-making;
4. skills of reflective and effective practitioners;
5. innovative integration of technology; and
6. ethical and collaborative leadership skills with all stakeholders.

### Course Requirements (54 hours)

Candidates in the program will be supported from their first semester in engaging in the process of developing a dissertation proposal and/or a research topic. This work supports candidates in understanding of research method and process. At the conclusion of the 54-hour coursework, candidates may choose to graduate with their EdS degree or continue on into dissertation hours and pursue their EdD. Students who choose to pursue their EdD may, at any point, also choose to end their studies and graduate with an EdS. Once a student graduates with their EdS degree, no EDLS courses may be applied to an EdD degree.

|          |  |    |
|----------|--|----|
| EDLS 730 | Strategic Leadership and School Reform   | 6  |
| EDLS 732 | Instructional Leadership: Curriculum and Instruction for Sustaining Academic Achievement | 9  |
| EDLS 734 | Human Resource Leadership: Organizational Development and Leading Adult Learning         | 9  |
| EDLS 736 | Research and Program Evaluation  | 12 |
| EDLS 738 | Cultural and Ethical Leadership  | 6  |
| EDLS 740 | Managerial Leadership  | 6  |
| EDDS 731 | Dissertation Coaching/Clinical Experience Seminar  | 1  |
| EDDS 733 | Dissertation Coaching/Clinical Experience Seminar  | 1  |
| EDDS 735 | Dissertation Chairing/Clinical Experience Seminar  | 1  |
| EDDS 737 | Dissertation Chairing/Clinical Experience Seminar  | 1  |
| EDDS 739 | Dissertation Chairing/Clinical Experience Seminar  | 1  |
| EDDS 741 | Dissertation Chairing/Clinical Experience Seminar  | 1  |

Total Credit Hours: 54

## Doctoral Programs

### Curriculum and Instruction, Doctor of Education

The Doctor of Education degree in Curriculum and Instruction (EDCI) at Gardner-Webb University is a 63-credit-hour program for advanced candidates aspiring to leadership roles that promote high-impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement. Candidates experience EDCI program course modules within a cohort model progressing through coursework as a team and building relationships crucial to the goals of collaboration and continuous improvement. All components of the program are aligned to the Teacher Leader Model Standards (TLMS) published by the Teacher Leadership Exploratory Consortium (2012). These standards are aligned to Interstate School Leaders Licensure Consortium (ISLLC) standards and to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards.

#### Program Goals

As a result of participating in the EDCI program, candidates will:

1. foster a collaborative culture to support educator development and student learning;
2. access and use research to improve practice and student learning;
3. promote professional learning for continuous improvement;
4. facilitate improvements in instruction and student learning;
5. promote the use of assessments and data for school and district improvement;
6. improve outreach and collaboration with families and community; and
7. advocate for student learning and the profession.

#### Student Learning Outcomes

EDCI candidates will:

- 1a. demonstrate effective leadership, collaboration, coaching, and mentoring skills with colleagues;
- 1b. lead efforts to promote an educational culture that focuses on learning for all students;
- 2a. lead efforts to share research-based best practices to foster improved practice and student learning;

2b. incorporate research on curriculum and adult learning in order to lead others effectively in improving student learning;

3a. lead efforts to promote an educational culture that develops reflective teacher-leaders who are data-informed agents of change;

3b. identify, summarize, and apply current research on characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results;

4a. mentor others on effective design and delivery of instruction;

4b. promote instructional strategies that address issues of diversity and equity in the classroom;

5a. identify, summarize, and apply current research related to accessing and utilizing various forms of data to inform decision-making;

5b. lead efforts to promote an educational culture that utilizes multiple measures of formative and summative assessment to improve student learning;

5c. demonstrate leadership skills in development and implementation of action plans based on identified needs;

6a. identify, summarize, and apply current research related to family and community engagement;

6b. lead efforts to improve family and community engagement within a site or district;

7a. value an educational culture that recognizes the importance of collaborative decision-making that advocates for positive change; and

7b. advocate for improved student learning as well as for the education profession.

#### Admission Requirements

Program-specific admission requirements for acceptance into the Doctor of Education in Curriculum and Instruction are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful teacher leadership experience;
3. Current teaching license or a letter indicating appropriate experience;
4. Three professional recommendations from persons, at least one of whom must be an administrator or at the central-office level, who know the applicant's work as an educator or graduate student;
5. Satisfactory scores on the GRE or MAT, current within the previous five years, OR the completion of a master's degree program from the School of Education at Gardner-Webb University, OR completion of an Add-On Licensure program at the master's level from the School of Education at Gardner-Webb University OR current National Board Certification;
6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Curriculum and Instruction; and
7. Cohort Form.

**Add-on School Administration Licensure for Candidates Who Have Completed EDCI 700-EDCI 711 or EDCI 730-EDCI 740 and EDDS 731-EDDS 741 (12 hours)**

A 12-hour, one semester program for add-on administrative licensure (p. 293) exists for candidates in the Doctor of Education in Curriculum and Instruction (EDCI) program who have successfully completed EDCI 700 - EDCI 711 or EDCI 730 - EDCI 740 coursework **and** EDDS 731 - EDDS 741 related evidences. Requirements from the EDCI program have been reviewed and substituted for specific school administration licensure requirements. Candidates who do not complete portfolio requirements in this semester will be assigned to an additional one-hour-per-semester course until completion.

**Course Requirements for Candidates Beginning Prior to Fall 2019 (63 hours)**

|          |   |   |
|----------|---|---|
| EDCI 700 | Theory Development Module                         | 6 |
| EDCI 701 | Dissertation Coaching/Clinical Experience Seminar | 1 |
| EDCI 702 | Issues and Models in Curriculum Module            | 6 |

|          |   |    |
|----------|---|----|
| EDCI 703 | Dissertation Coaching/Clinical Experience Seminar | 1  |
| EDCI 704 | Research Design and Methods                       | 12 |
| EDCI 705 | Dissertation Coaching/Clinical Experience Seminar | 1  |
| EDCI 706 | Reform and Change Theory Module                   | 6  |
| EDCI 707 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDCI 708 | Assessment and Evaluation Module                  | 6  |
| EDCI 709 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDCI 710 | Instructional Leadership Module                   | 12 |
| EDCI 711 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDCI 712 | Dissertation Module I                             | 6  |
| EDCI 713 | Dissertation Module II                            | 3  |

**As-needed Continuing Hours**

In order to continue to receive University assistance and consultation throughout the dissertation process, the candidate will register for EDCI 714 (p. 488) each semester until the dissertation is successfully defended or until the candidate chooses to graduate with the EdS or withdraw from the program.

|          |                           |     |
|----------|---------------------------|-----|
| EDCI 714 | Dissertation (Continuing) | 1-3 |
|----------|---------------------------|-----|

**Course Requirements for Candidates Beginning Fall 2019 or After (63 hours)**

|          |   |    |
|----------|---|----|
| EDCI 730 | Theory Development                                | 6  |
| EDCI 732 | Issues and Models in Curriculum                   | 6  |
| EDCI 734 | Reform and Change Theory                          | 6  |
| EDCI 736 | Research Design and Methods                       | 12 |
| EDCI 738 | Curriculum Assessment and Evaluation              | 6  |
| EDCI 740 | Instructional Leadership                          | 12 |
| EDDS 731 | Dissertation Coaching/Clinical Experience Seminar | 1  |
| EDDS 733 | Dissertation Coaching/Clinical Experience Seminar | 1  |
| EDDS 735 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 737 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 739 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 741 | Dissertation Chairing/Clinical Experience Seminar | 1  |
| EDDS 742 | Dissertation Module I                             | 6  |
| EDDS 743 | Dissertation Module II                            | 3  |

### As-needed Continuing Hours

In order to continue to receive University assistance and consultation throughout the dissertation process, the candidate will register for EDUC 744 (p. 493) each semester until the dissertation is successfully defended or until the candidate chooses to graduate with the EdS or withdraw from the program.

|          |                           |     |
|----------|---------------------------|-----|
| EDDS 744 | Dissertation (Continuing) | 1-3 |
|----------|---------------------------|-----|

At the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence, which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the College of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the College of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Dissertation Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

Total Credit Hours: 63

## Educational Leadership, Doctor of Education

The Doctor of Education Degree in Educational Leadership (EDLS) at Gardner-Webb University is a 63-credit-hour program designed for potential and practicing educational leaders who wish to develop and refine their leadership skills in complex organizations. Schools are dynamic institutions whose practice is shaped by powerful and influential interests. As a result, the economic, political, social, and technological environment of schools is always changing. The EDLS program is designed to equip candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in leadership roles in this fluctuating environment. The purpose of the EDLS is to develop educational leaders at the central-office level through courses, research, seminars, and other experiences conducted in an environment based on Christian principles and values.

### Mission Statement

The EDLS program will strive to produce leaders for schools and school systems that are better prepared to create school districts as organizations that can learn and change quickly if they are to improve performance. This will be accomplished through innovative, collaborative leadership by applying principles of continuous improvement to maximize human, social, and spiritual potential.

### Admission Requirements

Program-specific admission requirements for full acceptance into the Doctor of Education in Educational Leadership are the following:

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful administrative/teacher leadership experience, administration preferred;
3. Current entry-level license in school administration;
4. Three professional recommendations from persons, at least one of whom must be an administrator or at the central-office or school board level, who know the applicant's work as an educator or graduate student;
5. Satisfactory scores on the GRE or MAT, current within the previous five years, OR the completion of a master's degree program from the College of Education at Gardner-Webb University, OR completion of an Add-On Licensure program at the master's level from the College of Education at Gardner-Webb University OR current National Board Certification;
6. Personal essay explaining the applicant's purpose in wanting to earn a doctoral degree in Educational Leadership; and
7. Cohort Form.

### Program Goals

1. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of Strategic Leadership leading to Superintendent's licensure;
2. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of Instructional Leadership leading to Superintendent's licensure;
3. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of Cultural Leadership leading to Superintendent's licensure;



4. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of Human Resource Leadership leading to Superintendent's licensure;
5. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of Managerial Leadership leading to Superintendent's licensure;
6. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of External Development Leadership leading to Superintendent's licensure;
7. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the area of Micro-political Leadership leading to Superintendent's licensure; and
8. The EDLS program in the College of Education will prepare and improve abilities of doctoral candidates in the areas of research and data-driven decision-making by completing a dissertation study of choice and approval.

### Student Learning Outcomes

As a result of participating in the EDLS program students will be able to demonstrate:

1. cultural competence;
2. expert content knowledge;
3. evidence-based decision-making;
4. skills of reflective and effective practitioners;
5. innovative integration of technology; and
6. ethical and collaborative leadership skills with all stakeholders.

### Course Requirements for Candidates Beginning Prior to Fall 2019 (63 hours)

|          |                                   |    |
|----------|-----------------------------------|----|
| EDLS 700 | Theory Development Module         | 6  |
| EDLS 701 | Dissertation Coaching Seminar     | 1  |
| EDLS 702 | Operational and Managerial Module | 6  |
| EDLS 703 | Dissertation Coaching Seminar     | 1  |
| EDLS 704 | Research Module                   | 12 |
| EDLS 705 | Dissertation Coaching Seminar     | 1  |
| EDLS 706 | Reform and Change Module          | 6  |
| EDLS 707 | Dissertation Coaching Seminar     | 1  |
| EDLS 708 | Organizational Behavior Module    | 6  |

|          |                               |    |
|----------|-------------------------------|----|
| EDLS 709 | Dissertation Coaching Seminar | 1  |
| EDLS 710 | Instructional Module          | 12 |
| EDLS 711 | Dissertation Coaching Seminar | 1  |
| EDLS 712 | Dissertation Module I         | 6  |
| EDLS 713 | Dissertation Module II        | 3  |

### As-needed Continuing Hours

In order to continue to receive University assistance and consultation throughout the dissertation process, the candidate will register for EDLS 714 (p. 489) each semester until the dissertation is successfully defended or until the candidate chooses to graduate with the EdS or withdraw from the program.

|          |                           |     |
|----------|---------------------------|-----|
| EDLS 714 | Dissertation (Continuing) | 1-3 |
|----------|---------------------------|-----|

At the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the College of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the College of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Dissertation Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

### Course Requirements for Candidates Beginning Fall 2019 or After (63 hours)

|          |  |    |
|----------|--|----|
| EDLS 730 | Strategic Leadership and School Reform   | 6  |
| EDLS 732 | Instructional Leadership: Curriculum and Instruction for Sustaining Academic Achievement | 9  |
| EDLS 734 | Human Resource Leadership: Organizational Development and Leading Adult Learning         | 9  |
| EDLS 736 | Research and Program Evaluation  | 12 |

|          |   |   |
|----------|---|---|
| EDLS 738 | Cultural and Ethical Leadership                   | 6 |
| EDLS 740 | Managerial Leadership                             | 6 |
| EDDS 731 | Dissertation Coaching/Clinical Experience Seminar | 1 |
| EDDS 733 | Dissertation Coaching/Clinical Experience Seminar | 1 |
| EDDS 735 | Dissertation Chairing/Clinical Experience Seminar | 1 |
| EDDS 737 | Dissertation Chairing/Clinical Experience Seminar | 1 |
| EDDS 739 | Dissertation Chairing/Clinical Experience Seminar | 1 |
| EDDS 741 | Dissertation Chairing/Clinical Experience Seminar | 1 |
| EDDS 742 | Dissertation Module I                             | 6 |
| EDDS 743 | Dissertation Module II                            | 3 |

Total Credit Hours: 63

## Organizational Leadership, Doctor of Education

### Purpose

The Doctor of Education in Organizational Leadership is designed to develop individuals who have the knowledge and capability to take on leadership roles in a variety of settings. It was created to provide an environment where professionals can advance their leadership skills while sharing ideas and experiences with business and academic professionals. The program targets professionals in community colleges, liberal arts colleges, and comprehensive universities, as well as for-profit and not-for-profit businesses/organizations engaged in training and development, life-span learning, healthcare, law enforcement/criminal justice, and adult education.

### Program Overview

The program consists of nine semesters (a total of 63 credit hours including the consultancy/practicum project). The consecutive semesters include any summer sessions that fall in the sequence. The cohort concept is employed such that students move together through their classes providing the maximum benefit from individual experiences and communities of collaboration. The consultancy/practicum project is an integral part of each semester's coursework. The intent is to provide the student an opportunity to apply the theory and best practices to actual challenges with which they are confronted. It is based on the scholar-practitioner model.

The program is comprised of two tiers. The first tier is the core-course modules. This consists of the first six semesters. These modules address concepts such as cultural development in organizations, leading in a learning organization, change management, ethics, conflict resolution, strategic planning, program evaluation, qualitative research, and e-learning. Semesters seven through nine include, but are not limited to, the following specialized course modules: policy development, business law, innovation and transformation, cultural development, and self and collective efficacy. Classes are held on Saturday and Sunday (three weekends per Fall, Spring, and Summer semesters). There is an online component. An on-campus residency Organizational Leadership Lab component is required for each Summer term.

### Admission Requirements

Program-specific admission requirements for full acceptance into the Doctor of Education in Organizational Leadership are the following:

1. A master's degree from a regionally accredited institution;

### As-needed Continuing Hours

In order to continue to receive University assistance and consultation throughout the dissertation process, the candidate will register for EDUC 744 (p. 493) each semester until the dissertation is successfully defended or until the candidate chooses to graduate with the EdS or withdraw from the program.

|          |                           |     |
|----------|---------------------------|-----|
| EDDS 744 | Dissertation (Continuing) | 1-3 |
|----------|---------------------------|-----|

At the dissertation stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's dissertation chair, program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the School of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Dissertation Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

2. A 3.0 or better grade point average in all master's-level work;
3. Three letters of reference including one from the candidate's immediate supervisor;
4. Excellent interpersonal skills as reflected in the letters of reference;
5. Official transcripts for all master's-level work from a regionally accredited institution;
6. A minimum of three years of experience in their profession; and
7. Either a MAT or GRE score that is current within the previous five years.

### **Program Outcomes**

Candidates will make significant contributions to the organization in which they are employed while in the program and beyond;

Candidates will contribute to the overall learning environment in which they are working;

Candidates will use the knowledge, skills, and dispositions acquired to support lifelong learning in their profession;

Candidates will demonstrate theoretical and practical knowledge and skills in everyday work activities;

Candidates will share their experiences with their cohort colleagues enriching the learning process; and

Candidates will apply their learning and their experiences in the execution of the consultancy project.

### **Student Learning Outcomes**

1. Students will understand organizations through knowledge of leadership theory, organizational cultures, decision-making processes, and practice;
2. Students will apply organizational theory to the needs of their own organizations to increase understanding of institutions and their stakeholders;
3. Students will participate in appropriate field experiences focusing on authentic leadership development;
4. Students will acquire skills to address challenges facing institutions today and apply them in a simulated environment;
5. Students will understand the characteristics of a learning organization;
6. Students will examine organizational culture and the role it plays in the overall effectiveness of the organization;
7. Students will be able to develop a plan of action to address the needs of a learning organization;
8. Students will develop the skills to create a learning culture within their organization;
9. Students will examine the key attributes of a re-invention initiative;

10. Students will be able to execute a re-invention plan in a simulated environment;
11. Students will acquire decision-making skills within an ethical and moral framework;
12. Students will review and analyze current legal and ethical issues as they relate to institutions;
13. Students will participate in the review and analysis of case studies pertaining to ethical issues and challenges;
14. Students will role play various scenarios in resolving conflict within an organization;
15. Students will apply their knowledge of organizational behavior in addressing the relationship between a leader and a follower;
16. Students will examine various strategic planning models;
17. Students will learn how to manage growth and change and drive organizational innovation;
18. Students will design, in a simulated environment, a strategic plan applying the principles learned in the course;
19. Students will reflect on and discuss the challenges and responsibilities encountered in shaping and creating successful leaders in the 21st century;
20. Students will be exposed to a multitude of strategic planning tools;
21. Students will review and analyze case studies of strategic planning initiatives;
22. Students will learn the scientific method as it relates to social-science research;
23. Students will be able to demonstrate the use of the scientific method in performing research;
24. Students will examine key concepts, methods, and approaches in the area of evaluation research;
25. Students will understand the principles of research methods;
26. Students will learn how to integrate qualitative methods in the assessment of opportunities and/or program initiatives;
27. Students will be able to identify key attributes of a quality research initiative;
28. Students will become familiar with state-of-the-art electronic applications and tools;
29. Students will explore the tenets of collaboration and will apply the practice of collaboration to online learning;
30. Students will be able to create online collaboration sessions;
31. Students will explore best practices, quality assurance measures, and assessment capabilities relative to online learning;
32. Students will explore the value of social media and how to use it to increase their value proposition;

- 33. Students will understand the process for policy design and development, revising existing policy, and assessing policy;
- 34. Students will be able to evaluate policy using best practices;
- 35. Students will be exposed to contemporary policy issues and the impact on the organization;
- 36. Students will understand the legal requirements of an organization and the role of ensuring compliance with the law;
- 37. Students will acquire skills to ignite and channel creativity in addressing organizational challenges and opportunities;
- 38. Students will participate in assessing transformation plans with respect to their meeting the needs of the organization;
- 39. Students will use their research skills to develop best practices as it relates to the use of innovation in planning and executing on the organization’s mission;
- 40. Students will apply their learning in developing a transformation plan for an organization;
- 41. Students will examine cultural development theory as it relates to decision-making;
- 42. Students will examine value-added models with respect to individual and collective efficacy;
- 43. Students will understand how cultural leadership influences organizational effectiveness; and
- 44. Students will be able to develop a value-added model for measuring individual and collective efficacy.

|          |  |   |
|----------|--|---|
| DEOL 736 | Strategic Leadership and Management of Global Change   | 6   |
| DEOL 737 | Consultancy Project/Practicum  | 1<br>(companion to the six-hour coursework) |
| DEOL 738 | Action Research, Program Evaluation, Data Analysis and Interpretation, and Qualitative Methods | 6   |
| DEOL 739 | Consultancy Project/Practicum  | 1<br>(companion to the six-hour coursework) |
| DEOL 740 | Organizational Technology  | 6   |
| DEOL 741 | Consultancy Project/Practicum  | 1<br>(companion to the six-hour coursework) |
| DEOL 750 | Policy Development and Business Law  | 6   |
| DEOL 751 | Consultancy Project/Practicum  | 1<br>(companion to the six-hour coursework) |
| DEOL 752 | Innovation and Transformation  | 6   |
| DEOL 753 | Consultancy Project/Practicum  | 1<br>(companion to the six-hour coursework) |
| DEOL 754 | Contemporary Topics  | 6   |
| DEOL 755 | Consultancy Project/Practicum  | 1<br>(companion to the six-hour coursework) |

**DEOL Curriculum (63 hours)**

|          |   |   |
|----------|---|---|
| DEOL 730 | Organizational Behavior and Theory        | 6   |
| DEOL 731 | Consultancy Project/Practicum             | 1<br>(companion to the six-hour coursework) |
| DEOL 732 | Leadership Theory and Practice            | 6   |
| DEOL 733 | Consultancy Project/Practicum             | 1<br>(companion to the six-hour coursework) |
| DEOL 734 | Ethics, Ideology, and Personal Leadership | 6   |
| DEOL 735 | Consultancy Project/Practicum             | 1<br>(companion to the six-hour coursework) |

At the consultancy project stage, doctoral candidates must maintain continuous enrollment through the semester of their successful defense or until the candidate withdraws from the program. In rare and extenuating circumstances, a candidate may request a leave of absence which must be approved by the candidate's consultancy project chair, program coordinator, the Dean of the College of Education, and the Dean of the School of Graduate Studies. Candidates who are approved for a leave of absence may return to the program with the approval of the program coordinator, the Dean of the College of Education, and the Dean of the School of Graduate Studies. Candidates who break continuous enrollment without a leave of absence will be suspended from the program. If a suspended candidate requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A Consultancy Project Enrollment Fee equal to the tuition of the missed semesters of continuous enrollment will be applied to the suspended candidate's account upon return to the program. Candidates approved for a leave of absence will not be subject to the Continuous Enrollment Fee. The time limit of seven calendar years to complete the program from the beginning of the term in which candidates complete their first graduate course toward the degree continues to apply to candidates who are granted a leave of absence or who are suspended.

Total Credit Hours: 63

## Add-on Licensure

### Academically Intellectually Gifted Add-on Licensure

A 12-hour program designed to serve candidates holding a current teaching license can be completed in as few as two consecutive semesters, or eight months. Requirements, following a successful transcript review, are determined on an individual basis. In order to be eligible for this add-on licensure, candidates must already hold a current teaching license.

#### Admission Requirements

Program-specific admission requirements for full acceptance into the AIG Add-on Licensure certificate program are the following.

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all work completed beyond high school
2. An "A"-level teaching license or equivalent
3. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant's work as an educator or student
4. Access to a classroom in which to engage in instruction
5. Cohort Form

Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

#### Course Requirements (12 hours)

|          |   |   |
|----------|---|---|
| MTCI 677 | (Academically/Intellectually Gifted Concentration) Philosophy, History, and Methodology of Academically/Intellectually Gifted Education for Teacher-Leaders | 6 |
| MTCI 681 | (All C & I Master's Candidates) Leading Differentiation Strategies for Diverse Populations  | 6 |

#### Course Requirements for Candidates Who Have Completed the Master of Arts in Teacher Leadership in Curriculum and Instruction (6 hours)

A six-hour, one semester program for Add-on AIG Licensure exists for candidates who have successfully completed the Master of Arts - Teacher Leadership in Curriculum and Instruction (MTLCI) program and did not complete the AIG concentration course (EDUC 677). Requirements from the MTLCI program have been reviewed and substituted for specific AIG licensure requirements. In order to be eligible for this add-on licensure, candidates must be a graduate of the MTLCI program and hold a current teaching license.

|          |   |   |
|----------|---|---|
| MTCI 677 | (Academically/Intellectually Gifted Concentration) Philosophy, History, and Methodology of Academically/Intellectually Gifted Education for Teacher-Leaders | 6 |
|----------|---|---|

Total Credit Hours: 6-12

Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

## School Administration Add-on Licensure

A 24-hour program designed to serve the candidates holding a master’s degree and seeking North Carolina School Administration Licensure can be completed in as few as three consecutive semesters, or 12 months. Requirements, following a successful transcript review, are determined on an individual basis. Candidates have the opportunity to petition to have some requirements (Tasks, Artifacts, and/or Competency evidences) reviewed and substituted for program requirements. These substitutions are conditional and must fulfill the requirements of existing rubrics. Some substitutions may be supplemented to meet program requirements. In the event candidates do not complete portfolio requirements in three semesters, an additional one-hour semester is assigned until completion.

### Admission Requirements

Program-specific admission requirements for acceptance into the post-master’s certificate program in School Administration are the following:

1. A minimum cumulative GPA of 2.5 on a 4.0 scale for all post-baccalaureate work completed;
2. An "A"-level teaching license or equivalent for those who are pursuing graduate-level licensure;
3. A minimum of three years of successful classroom teaching experience;
4. Three professional recommendations from persons, at least one of whom is a current or former school administrator, who know the applicant’s work as an educator or student; and
5. Approved Internship Supervision Form and a Cohort Form. Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

### Course Requirements (24 Hours)

#### Semester 1

|          |   |   |
|----------|---|---|
| MELS 601 | Executive Leadership in a 21st Century Change Environment | 6 |
| MELS 698 | Internship  | 2 |

#### Semester 2

|          |  |   |
|----------|--|---|
| MELS 603 | Resource Management for 21st Century Executive Leaders | 6 |
| MELS 698 | Internship   | 2 |

#### Semester 3

|          |                                |   |
|----------|--------------------------------|---|
| MELS 605 | 21st Century School Leadership | 6 |
|----------|--------------------------------|---|

MELS 698 Internship

2

Total Credit Hours: 24

Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

## School Administration Add-on Licensure for Candidates Who Have Completed EDCI Coursework

A 12-hour, one semester program for add-on administrative licensure exists for candidates in the Doctor of Education in Curriculum and Instruction (EDCI) program who have successfully completed EDCI 700-EDCI 711 or EDCI 730-EDCI 740 coursework and EDDS 731-EDDS 741 **and** related evidences. Requirements from the EDCI program have been reviewed and substituted for specific school administration licensure requirements. Candidates who do not complete portfolio requirements in this semester will be assigned to an additional one-hour semester course until completion.

Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

### Transition to Doctorate in Educational Leadership program from Add-on Licensure

Students who have successfully completed MELS 601 and MELS 603 can satisfy the final course (MELS 605) by enrolling in and successfully completing EDLS 730. Along with successful completion of EDLS 730, the candidate must successfully complete the evidence aligned with MELS 698 (typically taken concurrently with MELS 605) in order to satisfy licensure requirements. Fulfilling admission requirements for the EDLS program is required in order to make this transition. Students who begin their add-on program with MELS 601 in the spring would be able to enroll concurrently in EDLS 730 and MELS 698 in the fall of their third semester of enrollment. Students who begin their add-on program with MELS 601 in the fall would take MELS 698 in the summer during their third semester of enrollment and begin EDLS 730 in the following fall. With this transition to EDLS, candidates will be fully enrolled in the EDLS program and will earn their School Administration license with the successful completion of EDLS 730 and MELS 698.

**Course Requirements (12 hours)**

|          |   |   |
|----------|---|---|
| MELS 601 | Executive Leadership in a 21st Century Change Environment | 6 |
| MELS 603 | Resource Management for 21st Century Executive Leaders    | 6 |

Total Credit Hours: 12

Upon completion of add-on licensure requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they complete their add-on licensure requirements will be charged the Late Graduate Certificate Fee.

**English**

Department Chair: J. Buckner  
 Literature Studies Coordinator: K. Randle Swanson  
 English Education Studies Coordinator:  
 Writing Studies Coordinator: J. Buckner

**Faculty**

Professors: J. Buckner, C. Davis, C. Duffus, J. Hobbs, J. Land, S. Stuart  
 Associate Professors: A. McKee, K. Randle Swanson  
 Assistant Professor: M. Duffus

**English, Master of Arts**

***No teaching license is required to be admitted into the program. Students in the English Education program are not eligible for teaching licensure upon completion.***

The MA English program is a fully online program that consists of 30 credit hours, 24 hours of coursework and six hours of capstone credit. For students maintaining consistent full-time status, normal degree completion time is five consecutive Fall, Spring, and Summer semesters. Cohorts begin in the Fall semester. Within the MA English program, a minimum of six hours is required for full-time status.

**Purpose**

The MA English program offers three concentrations that reflect the diversity of the discipline and the evolving nature of English studies. With concentrations in literature studies, English education, and writing studies, this degree is for students who desire professional advancement in areas such as writing, publishing, and teaching at the secondary or college levels. While these concentrations represent different disciplines within the field, the overall program goal is for students to develop a scholarly and professional identity. These goals reflect the growing professional demand for strong skills in communication, analysis, critical thinking, and collaboration. All concentrations include a capstone project.

**Admission Requirements**

Program-specific admission requirements for full acceptance into the Master of English program are the following.

1. A BA or BS in English or an equivalent degree (from the Communications field, for example). Students without a bachelor's degree in English or substantial undergraduate coursework in English will be evaluated on an individual basis. Typically, 12-15 hours of upper-level English coursework is expected to be completed before admission;
2. A minimum cumulative GPA of 3.0 on a 4.0 scale for all work completed beyond high school;
3. A clear and well-written 250-word statement of purpose, explaining the student's objectives and purpose for pursuing an MA in English. The student should indicate the concentration of interest - literature studies, English education, writing studies; and
4. A writing sample of 2,000 words or an equivalent body of work that demonstrates the applicant's writing abilities and readiness to engage in graduate-level work. This writing sample might include an in-depth literary analysis, an extensive research piece (e.g., senior thesis) on a topic within English studies, or a portfolio of writing samples from an internship or current work environment.

*No standardized test score is required. No teaching license is required to be admitted into the program. Students in the English Education program are not eligible for teaching licensure upon completion.*

OR

Successful completion of six hours of Gardner Webb's Graduate Certificate in English program coursework and instructor recommendation. Email English department chair for the internal application form to submit.

**Student Learning Outcomes**

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

1. Demonstrate the ability to read, write, and think critically on a professional level according to discipline;
2. Demonstrate discipline-specific research methods; and
3. Demonstrate the ability to carry out and complete a thesis or capstone project that is of publishable quality (specific projects determined in concentrations).

### MA English Curriculum (30 hours)

The Master of Arts in English curriculum offers three core courses (nine credit hours) and seven courses in the concentration (15 credit hours coursework and six credit hours thesis or capstone). The core courses build community and foster collaboration among peers as well as provide a foundation for courses within each concentration. The timeline for completion is five consecutive Fall, Spring and Summer semesters.

#### Required Common Core Courses for all Concentrations (9 hours)

|          |   |   |
|----------|---|---|
| ENGL 501 | An Introduction to Graduate English Studies | 3 |
| ENGL 671 | Literary Theory                             | 3 |
| ENGL 683 | Teaching of Writing                         | 3 |

*All concentrations will be required to complete a capstone project.*

#### Literature Studies Required Courses (21 hours)

|          |  |    |
|----------|--|----|
| ENGL 690 | Literature Studies Proposal                                  | 3  |
| ENGL 691 | Literature Studies Capstone                                  | 3  |
|          | 5 ENGL electives, four of which must be literature electives | 15 |

#### Literature studies electives

From the list below: 1) At least one pre-1800 literature course and one post-1800 literature course should be taken. 2) At least one course each of American, British, and World Literature should be taken.

|          |   |     |
|----------|---|-----|
| ENGL 555 | Special Topics  | 1-3 |
| ENGL 611 | Seminar in British Literature                                     | 3   |
| ENGL 612 | Selected British Texts - Medieval Period                          | 3   |
| ENGL 613 | Shakespeare   | 3   |
| ENGL 614 | Selected British Writers (Non-Shakespearean) - Renaissance Period | 3   |
| ENGL 615 | Selected British Writers - The Long Eighteenth Century            | 3   |
| ENGL 616 | Selected British Writers - Romantic Period                        | 3   |
| ENGL 617 | Selected British Writers - Victorian Period                       | 3   |
| ENGL 631 | Seminar in American Literature                                    | 3   |
| ENGL 634 | African-American Literature                                       | 3   |

|          |                                   |   |
|----------|-----------------------------------|---|
| ENGL 651 | Seminar in Global Literature      | 3 |
| ENGL 654 | Mythology                         | 3 |
| ENGL 657 | Caribbean Literature              | 3 |
| ENGL 659 | Literature and Colonization       | 3 |
| ENGL 671 | Literary Theory                   | 3 |
| ENGL 673 | Contemporary Trends in Literature | 3 |
| ENGL 675 | Young Adult Literature            | 3 |

#### Writing Studies Courses (21 hours)

|          |   |    |
|----------|---|----|
| ENGL 629 | Seminar in New Media Studies                                  | 3  |
| ENGL 692 | Writing Studies Proposal                                      | 3  |
| ENGL 693 | Writing Studies Capstone                                      | 3  |
|          | Four ENGL electives, three of which must be writing electives | 12 |

#### Writing Studies Electives

|          |                                      |   |
|----------|--------------------------------------|---|
| ENGL 621 | Technology and Literacy              | 3 |
| ENGL 625 | Visual Rhetoric and Document Design  | 3 |
| ENGL 661 | Professional and Technical Writing   | 3 |
| ENGL 665 | Principles of Editing and Publishing | 3 |
| ENGL 669 | Seminar in Rhetoric                  | 3 |

#### English Education Courses (21 hours)

|          |   |   |
|----------|---|---|
| ENGL 681 | Seminar in Current Issues and Methods of Teaching English | 3 |
| ENGL 675 | Young Adult Literature                                    | 3 |
| ENGL 694 | English Education Proposal                                | 3 |
| ENGL 695 | English Education Capstone                                | 3 |
|          | Three electives from Literature or Writing Studies        | 9 |

Total Credit Hours: 30

### English Graduate Certificate

The online Graduate Certificate in English is designed to meet the needs of professional adults by giving them an opportunity to acquire an 18-hour certificate, a credential that provides candidates with qualifications needed to teach in a wide range of higher education settings.

Students completing the graduate certificate in English do not need to choose a concentration, which is required of the MA in English program. In addition, students only enrolled in the graduate certificate will not complete the graduate capstone series. Upon approval by the English department faculty, certificate students may choose to complete the additional coursework needed to meet the requirements of the MA English program.



Students who have successfully completed six hours of coursework in the graduate certificate program may apply to enter the MA in English program. Interested students should submit an internal application to the English department chair, including identifying a concentration and an updated statement of purpose.

### Certificate Program Goals

To accomplish the mission of the Department of English Languages and Literatures, students in the Graduate Certificate of English will be able to:

- read, write, and think critically on a professional level;
- demonstrate growth in content knowledge in English studies;
- demonstrate English-specific research methods; and
- develop depth of pedagogy in teaching English at the higher education level.

### Admission Requirements

1. Student should possess a bachelor's degree in English or similar field. If student does not possess a bachelor's degree in English or similar field (e.g., Communications, Literary Studies), then 12-15 hours of upper-level English courses is recommended, approved by the program coordinators upon evaluating transcripts;
2. A minimum cumulative GPA of 3.0 on a 4.0 scale for all work completed beyond high school; and
3. A clear and well-written 250-word statement of purpose, explaining the student's objectives and purpose for pursuing a Graduate Certificate in English.

No standardized test score is required.

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

### Course Requirements (18 hours)

|          |                     |    |
|----------|---------------------|----|
| ENGL 683 | Teaching of Writing | 3  |
| ENGL 671 | Literary Theory     | 3  |
|          | ENGL electives      | 12 |

Total Credit Hours: 18

## Nursing

Director: T. Arnold

Associate Director: A. Hamrick

Chair of Doctoral Nursing Programs: A. Garlock

PMHNP Program Coordinator: K. Knauff

FNP Program Coordinator: T. Lewis

Chair of Digital Learning: C. Rome

MSN Program Coordinator: C. Miller

### Faculty

Professor: C. Miller

Associate Professors: T. Arnold, A. Garlock, A. Hamrick, C. Rome, N. Waters, K. Williams

Assistant Professors: B. Hudgins, A. Isaac-Dockery, J. Ivey, K. Knauff, T. Lewis, M. McNeilly, E. Montgomery, Y. Smith

### Mission Statement

The mission of the Hunt School of Nursing is to educate individuals to be professional nurses who lead lives of service for God and humanity by promoting health and healing within a diverse global community.

The Master of Science in Nursing Program and the Doctor of Nursing Practice Program are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326, 404-975-5000, [www.acenursing.org](http://www.acenursing.org).

### Master's Programs

Master of Science in Nursing (p. 296)

Master of Science in Nursing/Master of Business Administration (p. 298)

## Nursing, Master of Science

The Master of Science in Nursing (MSN) Program offers two tracks of concentrated study: Nursing Administration (36 credit hours) and Nursing Education (36 credit hours). In addition to these two tracks of study, the MSN program offers the MSN/MBA dual-degree.

The Master of Science in Nursing with a concentration in Education is designed to prepare students to become professional educators in an academic or healthcare setting. The Master of Science in Nursing with a concentration in Administration is offered in collaboration with the Godbold School of Business. This program of study seeks to prepare the professional nurse for leadership roles in healthcare organizations. The interdisciplinary MSN/MBA dual-degree program combines nursing leadership with a working knowledge of business and managerial skills.

The courses in the MSN tracks of study are offered in a logical sequence from the core requirements of theory, issues, research, statistics, and professional role development to courses in the major area of concentration. The MSN Nursing Education, Nursing Administration, and MSN/MBA concentrations culminate in the application of knowledge in a thesis or project. Nursing Education and Nursing Administration certificate programs are also offered.

## Admission Requirements for MSN Nursing Education and Nursing Administration

Application for admission to the MSN program should be made through the Gayle Bolt Price School of Graduate Studies. Application for admission to the MSN/MBA program should also be made to the School of Graduate Studies, and applicants must meet admission requirements of both programs.

Graduates from the Hunt School of Nursing Accelerated BSN (p. 214), Traditional BSN (p. 146), or Davis RN-BSN (p. 216) programs will be seamlessly admitted into the MSN program within one year of graduation. Applicants will only be required to show proof of meeting criteria 2 and 3 listed below.

In order to enroll students from a variety of backgrounds with the greatest potential for successfully completing the program, the following criteria for acceptance will be used:

1. A baccalaureate degree in nursing from a regionally accredited institution with a nationally accredited nursing program, or a baccalaureate degree in another field from a regionally accredited institution;
2. Current, unrestricted licensure to practice as a Registered Nurse in the United States;
3. GPA of 2.70 on all undergraduate work, or GPA of 2.70 on last 64 hours of undergraduate or graduate work;
4. Transcripts of all previous college studies;
5. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years; and
6. Completion of an undergraduate or graduate statistics course with a grade of "C" or better (a grade of "Pass" in a statistics course taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis).

## Student Learning Outcomes

Graduates of the Master of Science in Nursing program will be prepared to:

1. Integrate scientific evidence from nursing, education, and business disciplines for improvement of health outcomes across diverse settings.
2. Demonstrate organizational and systems leadership to promote high-quality and safe patient care that emphasizes ethical decision-making and effective collaborative partnerships.
3. Apply the methods, performance measures, and standards which promote high-quality and safe patient care.
4. Plan, deliver, evaluate, and manage evidence-based, client-centered, and culturally appropriate health care to individuals, families, and populations.

## Nursing Education and Nursing Administration

## Concentrations (36 hours)

### A. Required Common Core (15 hours)

|          |   |   |
|----------|---|---|
| NURS 500 | Theoretical Basis for Advanced Practice                     | 3 |
| NURS 501 | Nursing and Healthcare Systems and Issues                   | 3 |
| NURS 502 | Methods of Advanced Research                                | 3 |
| NURS 504 | Statistical Techniques for Graduate Research                | 3 |
| NURS 506 | Professional Role Development for Advanced Nursing Practice | 3 |

### B. Required Courses by Concentration (9 hours)

#### Nursing Education

|          |   |   |
|----------|---|---|
| NURS 600 | The Nurse Educator                      | 3 |
| NURS 601 | Curriculum Theory and Application       | 3 |
| NURS 602 | Instructional and Evaluation Strategies | 3 |

#### Nursing Administration

|          |  |   |
|----------|--|---|
| NURS 606 | Nursing Economics and Finance                          | 3 |
| NURS 607 | Administration of Nursing and Healthcare Organizations | 3 |
| BADM 641 | Health Care Law and Ethics                             | 3 |

### C. Capstone Experience (12 hours)

|          |   |     |
|----------|---|-----|
| NURS 610 | Thesis/Project                          | 3   |
| NURS 612 | Thesis/Project                          | 3   |
| NURS 627 | Advanced Nursing Specialty Practicum I  | 1-3 |
| NURS 628 | Advanced Nursing Specialty Practicum II | 1-3 |

Total Credit Hours: 36-51

MSN thesis/project students must maintain continuous enrollment in Thesis/Project through the semester of their successful completion or until the candidate withdraws from the program. In rare and extenuating circumstances, an MSN student may request a leave of absence by completing the Request for Interruption in Thesis or Project Continuous Enrollment form (located in the MSN Student Handbook), which must be approved by the Chair of Digital Learning Programs. Students will be allowed only one continuous break of up to two semesters in the thesis/project course sequence. Students may withdraw before the drop/add period for the current semester and may choose not to register for the following semester if needed. Students who withdraw after the drop/add period for the current semester may choose not to register for the following two semesters if needed. At all other times the student must stay continuously enrolled. Students who do not return in the designated time frame will be dismissed from the program. Students must follow the Gayle Bolt Price School of Graduate Studies policies for re-entry into the program.

Students who break continuous enrollment without an approved Request for Interruption in Thesis or Project Continuous Enrollment form will be suspended from the program. If a suspended student requests readmission, graduate faculty in the Nursing department makes the decision on whether to re-admit and, if re-admitted, the stipulations that will apply. The time limit of six calendar years to complete the program from the beginning of the term in which an MSN student completes the first graduate course toward the degree continues to apply to students who are granted a leave of absence or who are suspended.

## Master of Science in Nursing/Master of Business Administration Dual-Degree

Dual-degree students must apply to and meet the admission requirements of the respective program, 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.

## Program Requirements

### A. Nursing component, in addition to the required common core

|          |  |     |
|----------|--|-----|
| NURS 606 | Nursing Economics and Finance                          | 3   |
| NURS 607 | Administration of Nursing and Healthcare Organizations | 3   |
| NURS 610 | Thesis/Project   | 3   |
| NURS 612 | Thesis/Project   | 3   |
| NURS 627 | Advanced Nursing Specialty Practicum I                 | 1-3 |
| NURS 628 | Advanced Nursing Specialty Practicum II                | 1-3 |

### B. MBA Core Component

|          |   |   |
|----------|---|---|
| ACCT 600 | Managerial Accounting                         | 3 |
| BADM 610 | Managerial Economics                          | 3 |
| BADM 620 | Managerial Finance                            | 3 |
| BADM 625 | Marketing Management                          | 3 |
| BADM 630 | Organizational Behavior                       | 3 |
| BADM 633 | Entrepreneurial Management                    | 3 |
| BADM 635 | Production Research and Operations Management | 3 |
| BADM 641 | Health Care Law and Ethics                    | 3 |
| INTL 650 | International Business                        | 3 |
| BADM 690 | Strategic Management (MBA Capstone Course)    | 3 |

If a student has already completed an MBA degree and wants an MSN/MBA degree, he/she must complete the 15 hours of the MSN core, six hours of the Nursing Administration Concentration, and 12 hours of the Capstone Experience.

If a student has an MSN degree in Nursing Administration and wants an MSN/MBA degree, he/she must complete 30 hours of the MBA core component.

## Doctoral Programs

Doctor of Nursing Practice (p. 299)

## Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) program at Gardner-Webb University offers three options designed to meet the needs of nurses seeking expanded roles in their profession: Post-Master's Entry (36 credit hours), Family Nurse Practitioner (79 credit hours), and Psychiatric Mental Health Nurse Practitioner (81 credit hours). In addition to the three areas of concentrated study, the DNP program offers a post-doctoral certificate option for doctoral-prepared nurses who desire to pursue Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner certification.

The DNP - Post-Master's Entry option is a 36-credit-hour course of study designed to expand leadership development for master's-prepared nurses desiring to make significant contributions to improve healthcare outcomes.

The DNP - Family Nurse Practitioner (FNP) option is a 79-credit-hour course of study designed to prepare nurses to provide primary care for diverse populations across the lifespan within a community setting. A 40-credit-hour post-doctoral certificate for Family Nurse Practitioner is offered for students who have completed the Doctor of Nursing Practice degree but not the coursework required for certification and practice as a Family Nurse Practitioner.

The Doctor of Nursing Practice - Psychiatric Mental Health Nurse Practitioner (PMHNP) option is an 81-credit-hour course of study designed to prepare psychiatric mental health nurse practitioners to provide expert knowledge and skills for promoting and facilitating optimal mental health across the lifespan. A 42-credit-hour post-doctoral certificate for Psychiatric Mental Health Nurse Practitioner is offered for students who have completed the Doctor of Nursing Practice degree but not the coursework required for certification and practice as a Psychiatric Mental Health Nurse Practitioner.

Hunt School of Nursing faculty assert that scholarly inquiry and critical analysis are essential tools for evaluating evidence and applying research to improve the quality of healthcare outcomes. The course sequences are designed in cohort model with a scaffolding of courses focused on scholarship, appreciative inquiry, theory, professional role development, and courses in the major area of concentration. All DNP options culminate in an evidence-based DNP Project with potential for meaningful impact on advanced nursing practice.

### Admission Requirements

In order to enroll students from a variety of nursing backgrounds with the greatest potential for successfully completing the program, the following program-specific criteria will be used for consideration of admission.

### Post-Master's Entry DNP Admission Requirements

1. Current, unrestricted licensure to practice as a Registered Nurse in the United States (verified online by Graduate Admissions);
2. Cumulative GPA of 3.20 on all previous graduate coursework as evidenced by official graduate transcripts;
3. MSN degree from a regionally accredited institution with a nationally accredited nursing program as evidenced by official graduate transcripts;\*
4. Certifications in practice area (if applicable);
5. Three letters of recommendation (professional and academic) submitted on provided form;
6. Current curriculum vitae/résumé;
7. Written essay addressing goals related to doctoral education in nursing, including description of a practice project interest;
8. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years.
9. Validation of the number of hours of nursing practice completed at the post-baccalaureate level as part of a supervised academic program submitted on the provided form.\*\*

The most highly qualified applicants will be invited to participate in interviews with the Hunt School of Nursing Admissions Committee. Applicant folders must be complete for consideration.

\*Applicants with a BSN degree and a master's degree in a related field will be considered for admission. The BSN degree must be from a regionally accredited institution with a nationally accredited nursing program and the master's degree must be from a regionally accredited institution. Applicants with a master's degree in a related field must provide proof of current employment in a nursing specialty area and provide a description of recent work experience.

\*\*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 500 practicum hours must be completed while enrolled in the DNP program.

### Post-Baccalaureate Entry DNP-Family Nurse Practitioner (FNP) and Post-Baccalaureate Entry DNP-Psychiatric Mental Health Nurse Practitioner (PMHNP) Admission Requirements

Graduates from the Hunt School of Nursing Accelerated BSN or Traditional BSN will be considered for seamless admission into the DNP-FNP or DNP-PMHNP program within 1 year of graduation. Applications will only be required to show proof of meeting criteria 1, 2, 3 and 9 listed below.

1. Baccalaureate degree in nursing from a regionally accredited institution with a nationally accredited nursing program.
2. Current, unrestricted licensure to practice as a Registered Nurse in the United States;
3. GPA of 3.0 or higher on 4.0 scale on all undergraduate work or last 60 hours of undergraduate or graduate work (applicants who show potential for graduate study but do not meet the 3.0 GPA criteria for full admission may be granted provisional acceptance for GPA of 2.6 or higher on 4.0 scale on all undergraduate work or last 60 hours of undergraduate or graduate work; to meet the stipulations of provisional acceptance, students must earn a "B" or above on the first twelve hours of graduate work completed at Gardner-Webb. If the terms of the provisional acceptance are not successfully met, the student will be dismissed from the program.);
4. Official transcripts from all institutions attended;
5. Three completed professional references submitted on "Graduate Study Reference" Forms. References may be from past or current professors, supervisors, or professional colleagues. The references should attest to the applicant's potential for success in the DNP program, including preparation, initiative, aptitude, and commitment to the profession.
6. Two years of active RN practice with a minimum of 1,100 hours per year. Active RN experience must have taken place within the past three years with a Statement of Description of Work Experience;
7. Current, official, satisfactory Criminal Background Check results from the current state of residence and any another state lived in during the past ten years;
8. Updated resume or curriculum vitae;
9. Satisfactory completion of a graduate or undergraduate general statistics course, which included probability theory, inferential statistics, and descriptive statistics.

RN applicants with a baccalaureate degree in another field may be accepted but must meet additional requirements prior to admission. The requirements include completion of an undergraduate or graduate statistics course, BSN-level nursing research course, and BSN-level communication skills in nursing course. A grade of "C" or higher must be earned in each course in order to meet requirements (a grade of "Pass" in a statistics course taken during the Spring 2020 semester will be reviewed for consideration on a case-by-case basis).

Students enrolled in the Hunt School of Nursing (HSON) Doctor of Nursing Practice -- Family Nurse Practitioner and/or Psychiatric Mental Health Nurse Practitioner programs (DNP-FNP, DNP-PMHNP) whose primary residence is outside of North Carolina, are responsible for securing their own practicum site in collaboration with the HSON. Students may be required to attend a practicum site in a state other than their state of primary residence depending on the individual state regulations and availability of appropriate sites. In the event a student is unable to secure a practicum site in their primary state of residency, the student will be required to return to North Carolina to complete practicum hours to fulfill graduation requirements.

### Student Learning Outcomes

Graduates of the Doctor of Nursing Practice Program will be prepared to:

1. Synthesize scientific and theoretical knowledge from nursing and other disciplines to implement best-practice approaches reflective of the highest level of nursing;
2. Collaborate with institutional, local, state, federal, and/or international leaders to make data-driven decisions to improve healthcare outcomes;
3. Lead intra- and inter-professional teams to advocate for and implement policies which improve individual and population health;
4. Engage in leadership to integrate evidence-based clinical prevention and health services for individuals and populations; and
5. Develop and sustain therapeutic and programmatic interventions and partnerships with patients, populations, and professionals, appropriate to advanced nursing specialization.

### Core Module for Post-Master's Entry DNP Students

|          |  |   |
|----------|--|---|
| NURS 802 | Human Flourishing and Health Promotion | 3 |
| NURS 804 | Health Economics, Policy, and Ethics   | 3 |
| NURS 806 | Population Health                      | 3 |
| NURS 808 | Informatics                            | 3 |
| NURS 810 | Evidence-Based Practice                | 3 |
| NURS 812 | Program Planning and Evaluation        | 3 |
| NURS 814 | Leadership and Operations Management   | 3 |
| NURS 816 | Scholarly Teaching and Learning        | 3 |
| NURS 850 | DNP Project I                          | 3 |
| NURS 852 | DNP Project II                         | 3 |
| NURS 854 | DNP Project III                        | 3 |
| NURS 856 | DNP Project IV                         | 3 |

|  |  |     |   |  |     |
|--|--|-----|---|--|-----|
| <b>As-needed Courses</b>   |  |     | NURS 858                                  | DNP Project Continuation                         | 3   |
| NURS 801   | Interprofessional Collaboration Practicum - Leadership | 3   | <b>Core Module for DNP-PMHNP Students</b> |  |     |
| NURS 818   | Special Topics in Doctoral Nursing Studies             | 1-3 | NURS 750                                  | Advanced Practice Roles                          | 3   |
| NURS 858   | DNP Project Continuation                               | 3   | NURS 752                                  | Pathophysiology                                  | 3   |
| <b>Core Module for DNP-FNP Students</b>  |  |     | NURS 754                                  | Pharmacology                                     | 3   |
| NURS 750   | Advanced Practice Roles                                | 3   | NURS 756                                  | Health Assessment                                | 3   |
| NURS 752   | Pathophysiology  | 3   | NURS 758                                  | Financial Management for APRNs                   | 3   |
| NURS 754   | Pharmacology   | 3   | NURS 770                                  | Transition into Practice                         | 1   |
| NURS 756   | Health Assessment                                      | 3   | NURS 780                                  | Psychopharmacology                               | 3   |
| NURS 758   | Financial Management for APRNs                         | 3   | NURS 781                                  | Psych Mental Health Management I                 | 3   |
| NURS 760   | Primary Care Management I (Common and Acute)           | 3   | NURS 782                                  | Psych Mental Health Practicum I                  | 3   |
| NURS 761   | Primary Care Management Practicum I                    | 3   | NURS 783                                  | Psych Mental Health Management II                | 3   |
| NURS 762   | Primary Care Management II (Reproductive)              | 3   | NURS 784                                  | Psych Mental Health Practicum II                 | 3   |
| NURS 763   | Primary Care Management Practicum II                   | 3   | NURS 785                                  | Psych Mental Health Management III               | 3   |
| NURS 764   | Primary Care Diagnostics and Procedures                | 1   | NURS 786                                  | Psych Mental Health Practicum III                | 3   |
| NURS 765   | Primary Care Management III (Chronic and Complex)      | 3   | NURS 787                                  | Psych Mental Health Management IV                | 3   |
| NURS 766   | Primary Care Management Practicum III                  | 3   | NURS 788                                  | Psych Mental Health Practicum IV                 | 3   |
| NURS 767   | Primary Care Management IV (Pediatrics)                | 3   | NURS 789                                  | PMHNP Management Clinical Immersion              | 4   |
| NURS 768   | Primary Care Management Practicum IV                   | 3   | NURS 800                                  | Interprofessional Collaboration Practicum - APRN | 1   |
| NURS 769   | Primary Care Management Clinical Immersion             | 4   | NURS 802                                  | Human Flourishing and Health Promotion           | 3   |
| NURS 770   | Transition into Practice                               | 1   | NURS 804                                  | Health Economics, Policy, and Ethics             | 3   |
| NURS 800   | Interprofessional Collaboration Practicum - APRN       | 1   | NURS 806                                  | Population Health                                | 3   |
| NURS 802   | Human Flourishing and Health Promotion                 | 3   | NURS 808                                  | Informatics                                      | 3   |
| NURS 804   | Health Economics, Policy, and Ethics                   | 3   | NURS 810                                  | Evidence-Based Practice                          | 3   |
| NURS 806   | Population Health                                      | 3   | NURS 812                                  | Program Planning and Evaluation                  | 3   |
| NURS 808   | Informatics  | 3   | NURS 814                                  | Leadership and Operations Management             | 3   |
| NURS 810   | Evidence-Based Practice                                | 3   | NURS 850                                  | DNP Project I                                    | 3   |
| NURS 812   | Program Planning and Evaluation                        | 3   | NURS 852                                  | DNP Project II                                   | 3   |
| NURS 814   | Leadership and Operations Management                   | 3   | NURS 854                                  | DNP Project III                                  | 3   |
| NURS 850   | DNP Project I  | 3   | NURS 856                                  | DNP Project IV                                   | 3   |
| NURS 852   | DNP Project II   | 3   | <b>As-needed Courses</b>                  |  |     |
| NURS 854   | DNP Project III  | 3   | NURS 818                                  | Special Topics in Doctoral Nursing Studies       | 1-3 |
| NURS 856   | DNP Project IV   | 3   | NURS 858                                  | DNP Project Continuation                         | 3   |
| Total Credit Hours: 36-81  |  |     |   |  |     |
| DNP students progress through the program in a cohort. Course offerings depend on semester of admission. |  |     |   |  |     |
| <b>As-needed Courses</b>   |  |     |   |  |     |
| NURS 818   | Special Topics in Doctoral Nursing Studies             | 1-3 |   |  |     |

DNP Project students must maintain continuous enrollment in DNP Project through the semester of their successful completion or until the candidate withdraws from the program. In rare and extenuating circumstances, a DNP student may request a leave of absence by completing the Request for Interruption in Thesis or Project Continuous Enrollment form (located in the DNP Student Handbook), which must be approved by the Chair of Doctoral Nursing Programs. Students will be allowed only one continuous break of up to two semesters in the thesis/project course sequence. Students may withdraw before the drop/add period for the current semester and may choose not to register for the following semester if needed. Students who withdraw after the drop/add period for the current semester may choose not to register for the following two semesters if needed. At all other times the student must stay continuously enrolled. Students who do not return in the designated time frame will be dismissed from the program. Students must follow the Gayle Bolt Price School of Graduate Studies policies for re-entry into the program.

Students who break continuous enrollment without an approved Request for Interruption in Thesis or Project Continuous Enrollment form will be suspended from the program. If a suspended student requests readmission, the program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. The time limit of seven calendar years to complete the program from the beginning of the term in which a DNP student completes the first graduate course towards the degree continues to apply to students who are granted a leave of absence or who are suspended.

## Certificates

Post-Master's Nursing Certificate: Administration, Education, and Primary Care Family Nurse Practitioner (p. 302)

Post-Doctoral Family Nurse Practitioner (p. 303)

Post-Doctoral Psychiatric Mental Health Nurse Practitioner (p. 303)

### *Nursing Certificate: Administration and Education*

#### Admission Requirements

Application to the MSN program for certificate completion should be made through the Gayle Bolt Price School of Graduate Studies. The requirements are as follows:

1. Current, unrestricted license to practice as a Registered Nurse in the United States;
2. Official transcripts documenting completion of a baccalaureate or master's degree in nursing from an accredited institution with an accredited corresponding nursing program, or concurrent enrollment in the MSN program at Gardner-Webb University;

3. GPA of 2.7 on all undergraduate work, or GPA of 2.7 on last 64 hours of undergraduate or graduate work; and
4. Current, official, satisfactory Criminal Background Check results from the current state of residence and any other state lived in during the past ten years.

Students will receive academic credit for all courses successfully completed, which may be applied toward their Master of Science in Nursing degree. A certificate indicating satisfaction of the requirements will be issued upon completion.

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

## Nursing Administration Certificate

The purpose of the Nursing Administration Certificate is to provide the opportunity for registered nurses to expand their professional role by gaining specialized knowledge in the area of nursing administration.

Students completing the Nursing Administration Certificate requirements are academically prepared to take a national certification examination for Nurse Executives.

#### Course Requirements (10 hours)

|          |  |     |
|----------|--|-----|
| NURS 606 | Nursing Economics and Finance                          | 3   |
| NURS 607 | Administration of Nursing and Healthcare Organizations | 3   |
| BADM 641 | Health Care Law and Ethics                             | 3   |
| NURS 627 | Advanced Nursing Specialty Practicum I                 | 1-3 |

Total Credit Hours: 10

## Nursing Education Certificate

The purpose of the Nursing Education Certificate is to facilitate the education of nurses for roles as nurse educators in an academic or clinical setting. Students completing the in Nursing Education Certificate requirements are academically prepared to take a national certification examination for Nurse Educators.

#### Course Requirements (10 hours)

|          |                                   |   |
|----------|-----------------------------------|---|
| NURS 600 | The Nurse Educator                | 3 |
| NURS 601 | Curriculum Theory and Application | 3 |

|          |   |     |
|----------|---|-----|
| NURS 602 | Instructional and Evaluation Strategies | 3   |
| NURS 627 | Advanced Nursing Specialty Practicum I  | 1-3 |

Total Credit Hours: 10

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

## Post-Doctoral Family Nurse Practitioner Certificate

### Admission Requirements

#### Academic History

1. Doctoral degree in nursing from a regionally accredited institution with a nationally accredited nursing program
2. Official transcripts from all institutions attended
3. Applicants must have completed three separate graduate-level courses in Advanced Pharmacology, Advanced Health Assessment, and Advanced Pathophysiology. A grade of "B" or higher must be earned in each course in order to meet requirements. Applicants who have not completed these courses prior to admission may integrate them into their course rotation during the first year of enrollment. The requirements include NURS 752 Pathophysiology, NURS 754 Pharmacology, and NURS 756 Health Assessment.

#### Licensure and Experience

1. Current, unrestricted licensure to practice as a Registered Nurse in the United States
2. Updated résumé or curriculum vitae
3. Two years of active RN practice with a minimum of 1,100 hours per year. Active RN experience must have taken place within the past three years with a Statement of Description of Work Experience
4. Three completed professional references submitted on "Graduate Study Reference" Forms. References may be from past or current professors, supervisors, or professional colleagues. The references should attest to your potential for success in the DNP program, including preparation, initiative, aptitude, and commitment to the profession.
5. Current, official, satisfactory Criminal Background Check results from the current state of residence any another state lived in during the past ten years

The most highly-qualified applicants will be invited to participate in interviews with the Hunt School of Nursing Admissions Committee. Applicant folders must be complete for consideration.

### Core Module for Students Admitted Fall 2019 and After (40 hours)

|          |   |   |
|----------|---|---|
| NURS 750 | Advanced Practice Roles                           | 3 |
| NURS 758 | Financial Management for APRNs                    | 3 |
| NURS 760 | Primary Care Management I (Common and Acute)      | 3 |
| NURS 761 | Primary Care Management Practicum I               | 3 |
| NURS 762 | Primary Care Management II (Reproductive)         | 3 |
| NURS 763 | Primary Care Management Practicum II              | 3 |
| NURS 764 | Primary Care Diagnostics and Procedures           | 1 |
| NURS 765 | Primary Care Management III (Chronic and Complex) | 3 |
| NURS 766 | Primary Care Management Practicum III             | 3 |
| NURS 767 | Primary Care Management IV (Pediatrics)           | 3 |
| NURS 768 | Primary Care Management Practicum IV              | 3 |
| NURS 769 | Primary Care Management Clinical Immersion        | 4 |
| NURS 770 | Transition into Practice                          | 1 |
| NURS 800 | Interprofessional Collaboration Practicum - APRN  | 1 |
| NURS 802 | Human Flourishing and Health Promotion            | 3 |

### As-needed Courses

|          |  |     |
|----------|--|-----|
| NURS 818 | Special Topics in Doctoral Nursing Studies | 1-3 |
| NURS 858 | DNP Project Continuation                   | 3   |

Total Credit Hours: 40

## Post-Doctoral Psychiatric Mental Health Nurse Practitioner Certificate

### Admission Requirements

#### Academic History

1. Doctoral degree in nursing from a regionally accredited institution with a nationally accredited nursing program
2. Official transcripts from all institutions attended



3. Applicants must have completed three separate graduate-level courses in Advanced Pharmacology, Advanced Health Assessment, and Advanced Pathophysiology. A grade of “B” or higher must be earned in each course in order to meet requirements. Applicants who have not completed these courses prior to admission may integrate them into their course rotation during the first year of enrollment. The requirements include NURS 752 Pathophysiology, NURS 754 Pharmacology, and NURS 756 Health Assessment.

#### Licensure and Experience

- Current, unrestricted licensure to practice as a Registered Nurse in the United States
- Updated résumé or curriculum vitae
- Two years of active RN practice with a minimum of 1,100 hours per year. Active RN experience must have taken place within the past three years with a Statement of Description of Work Experience.
- Three completed professional references submitted on “Graduate Study Reference” Forms. References may be from past or current professors, supervisors, or professional colleagues. The references should attest to your potential for success in the DNP program, including preparation, initiative, aptitude, and commitment to the profession.
- Current, official, satisfactory Criminal Background Check results from the current state of residence any another state lived in during the past ten years.
- Students enrolled in the Hunt School of Nursing (HSON) Doctor of Nursing Practice – Family Nurse Practitioner and/or Psychiatric Mental Health Nurse Practitioner programs (DNP-FNP, DNP-PMHNP) whose primary residence is outside of North Carolina, are responsible for securing their own practicum site in collaboration with the HSON. Students may be required to attend a practicum site in a state other than their state of primary residence depending on the individual state regulations and availability of appropriate sites. In the event a student is unable to secure a practicum site in their primary state of residency, the student will be required to return to North Carolina to complete practicum hours to fulfill graduation requirements.

The most highly-qualified applicants will be invited to participate in interviews with the Hunt School of Nursing Admissions Committee. Applicant folders must be complete for consideration.

Upon completion of certification requirements, candidates are required to apply for graduation and pay the Graduate Certificate Fee. Candidates applying past the deadline for the semester in which they completed their certificate requirements will be charged the Late Graduate Certificate Fee.

#### Core Module for Students

|          |  |   |
|----------|--|---|
| NURS 750 | Advanced Practice Roles                          | 3 |
| NURS 758 | Financial Management for APRNs                   | 3 |
| NURS 770 | Transition into Practice                         | 1 |
| NURS 780 | Psychopharmacology                               | 3 |
| NURS 781 | Psych Mental Health Management I                 | 3 |
| NURS 782 | Psych Mental Health Practicum I                  | 3 |
| NURS 783 | Psych Mental Health Management II                | 3 |
| NURS 784 | Psych Mental Health Practicum II                 | 3 |
| NURS 785 | Psych Mental Health Management III               | 3 |
| NURS 786 | Psych Mental Health Practicum III                | 3 |
| NURS 787 | Psych Mental Health Management IV                | 3 |
| NURS 788 | Psych Mental Health Practicum IV                 | 3 |
| NURS 789 | PMHNP Management Clinical Immersion              | 4 |
| NURS 800 | Interprofessional Collaboration Practicum - APRN | 1 |
| NURS 802 | Human Flourishing and Health Promotion           | 3 |

#### As-needed Courses

|          |  |     |
|----------|--|-----|
| NURS 818 | Special Topics in Doctoral Nursing Studies | 1-3 |
|----------|--|-----|

Total Credit Hours: 42

## Physician Assistant Studies, Master of Physician Assistant Studies

Department Director: A. Steele  
 Associate Department Director: A. Kernicky  
 Medical Director: M. Reiber  
 Director of Didactic Education: N. Winker  
 Director of Clinical Education: M. Mercer

#### Faculty

Associate Professors: A. Steele, N. Winker, M. Reiber  
 Assistant Professors: J. Camp, M. Chadwick, L. Clark, H. Deibler, A. Kernicky, M. Mercer  
 Adjunct Professors: C. Smith

#### Mission Statement

Develop knowledgeable and caring Physician Assistants who practice competent patient-centered primary care in diverse environments. Our values reflect a commitment to respect, ethical behavior, and integrity in personal and professional service that are established upon the foundation of Christian values and faith, in agreement with the Gardner-Webb University mission.

### Program Values

The values of the Gardner-Webb University Physician Assistant (PA) Studies Program reflect a commitment to respect, ethical behavior, and integrity in personal and professional service that are established upon the foundation of Christian values and faith, in agreement with the Gardner-Webb University mission.

### Program Goals

1. Recruit, admit, and educate highly qualified applicants, without regard to ethnicity, culture, gender, or socioeconomic status, from across the United States, capable of successfully completing the Gardner-Webb University Physician Assistant Studies Program.
2. Deliver a diverse curriculum that prepares students for entry-level clinical practice.
3. Cultivate a commitment of service to medically underserved populations.
4. Encourage the professional development of students and faculty.
5. Strive to achieve and maintain Physician Assistant National Certifying Exam (PANCE) pass rates equivalent to or exceeding the national average.

Gardner-Webb University and its Physician Assistant Studies Program are committed to these goals and will communicate them through our teaching, role modeling, and clinical practice.

### Program Overview

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

In accordance with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) entry-level standards, the Gardner-Webb University School of Physician Assistant Studies design prepares graduates with the competencies needed for entry into clinical PA practice. *Gardner-Webb hopes to attract students focused on providing medical service in underserved communities.* The PA Program is a practice oriented master's degree program designed to accommodate students with a bachelor's degree, diverse educational backgrounds, and an aptitude for patient care.

Our students begin the program in January and spend 16 months in the didactic phase (classroom, small groups, and lab) followed by 12 months in the clinical phase (supervised clinical practice experiences or SCPEs). Our didactic curriculum uses a traditional classroom setting augmented with problem- and team-based learning modules and hands-on skills training. This is followed by ten SCPEs, including family medicine, internal medicine, pediatrics, women's health, emergency medicine, general surgery, mental health, one rotation in an underserved community, and two electives. Also within the clinical curriculum is an advanced Evidence-Based Medicine course followed by a Capstone before graduation.

### Program Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Gardner-Webb University Physician Assistant Program** sponsored by **Gardner-Webb University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2028**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Specific questions regarding the Program and its plans should be directed to the program director and/or the appropriate institutional official(s).

### Diversity and Inclusion

The PA Studies Program upholds the tenets of diversity within Gardner-Webb University's Statement of Value of Diversity.

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

Inclusiveness and diversity are fundamental in preparing healthcare providers to deliver equitable, cross-cultural healthcare while making strides to eliminate health disparities and improve outcomes across all populations. The social determinants of health that are influencing the well-being of Cleveland County residents, as well as those of surrounding communities and the state of North Carolina, are important to our program. Health equity for our underrepresented and underserved community members is the passion of our program, and one example of how the PA Program values inclusion and diversity.

### Admission Requirements

Gardner-Webb University will begin accepting applications for its January 2022 cohort in late April 2021. Applications must be CASPA complete and must contain all required application materials including the supplemental application and \$100 supplemental fee by this date. Instructions will be sent to each applicant concerning the supplemental application and fee once the applicant has submitted his or her application to Gardner-Webb through CASPA.

The deadline for submitting applications is September 1, 2021.

### Academic Strength

Evaluation of academic strength is largely based upon transcripts including course selection, semester load, and cumulative GPA. A Bachelor's Degree from a US regionally accredited institution is required and the minimum acceptable overall GPA is 3.0.

Applicants should be aware that acceptance into a PA program is an extremely competitive process. A 3.0 GPA is the minimum and does not guarantee an interview or acceptance.

### Prerequisite Courses

Each applicant must have completed the following required courses:

Human anatomy and physiology with lab (two semesters or equivalent);  
 General biology with lab (one semester or equivalent);  
 Additional biology with lab (one semester or equivalent);  
 Microbiology with lab (one semester or equivalent);  
 General chemistry with lab (one semester or equivalent);  
 Additional chemistry with lab (one semester or equivalent);  
 Organic chemistry with lab (one semester or equivalent);  
 Statistics (one course);  
 Psychology (one course); and  
 Medical terminology.

The cumulative prerequisite GPA requirement is 3.0. Courses with a grade below a "B-" will not be accepted.

### Important Course Information to Note

- Bachelor's degree must be from a U.S. regionally accredited institution. A *minimum* cumulative GPA of 3.0 is required.
- ALL prerequisite courses must be from a U.S. regionally accredited institution. Each course grade must be at least a B-minus (a grade of C+ or lower will not be accepted). A *minimum* overall prerequisite GPA of 3.0 is required.
- NOTE: Should a course be taken more than once, all grades are utilized in the overall cumulative GPA calculation, but only the highest grade for each course will be factored in the prerequisite GPA requirement and individual prerequisite course grade requirement of a B-minus.
- Survey courses do *not* meet the prerequisite course requirements (usually 100 or 101 classes).
- Online labs will *not* be accepted.
- Either of the following will be accepted:
  - Anatomy and Physiology I and II with labs OR
  - Human Anatomy with lab AND Human Physiology with lab
- PLEASE NOTE: These two tracks *cannot* be combined (e.g. Human Anatomy cannot be paired with Anatomy and Physiology II). The admissions committee may choose to review the content of a syllabus if the course title does not accurately reflect the course content.
- Animal, Mammalian, or Comparative Anatomy and Physiology courses do *not* qualify as substitutes for Anatomy and Physiology.
- Prerequisites may be met via Advanced Placement credit (college equivalent courses taken in high school), provided the office score report reflects a 4 or 5.
- If prerequisite courses are older than seven years, we recommend refreshing them..
- Students are encouraged to have taken Anatomy and Physiology within the last two years.
- Courses may be taken at any regionally accredited institution, including community colleges. It is preferred that all prerequisite courses be taken at a four-year institution.
- Gardner-Webb University requires all students to submit a foreign transcript evaluation for any coursework completed through non-U.S. institutions.
  - This does not apply for study abroad credits earned through U.S. institutions.
- College Level Examination Program (CLEP) credit or credit by examination for any prerequisite requirements will not be accepted.

- Under no circumstance will applicants be allowed to begin the Physician Assistant Studies Program if the required courses or bachelor's degree are not completed by the first day of September prior to the program start date.

**Letters of Recommendation**

Each applicant will be required to provide three professional or academic letters of recommendation. At least one letter must come from an advanced care practitioner or physician (PA, NP, MD, DO).

**Health Care Experience**

A minimum of 1000 direct patient contact hours are required for application. Patient care experience will be evaluated based on the type of experience and the number of hours in a clinical setting.

1,000 hours of patient care experience must be completed no later than August 1. Preference will be given to candidates who have direct patient care experiences that required a prior period of training based on the length and rigor of the required training.

Applicants are encouraged to be detailed in their description of duties and responsibilities when listing healthcare positions within the CASPA application.

Qualifying patient care experiences include but are not limited to: military corpsmen, paramedic, EMT, combat medic, registered nurse (RN), licensed practical nurse (LPN), certified nursing assistant (CNA), surgical technician, EEG or EKG technician, emergency room technician, medical assistant (MA), respiratory therapist, radiologic technician, registered dietitian, phlebotomist, lab technician, dental hygienist, x-ray technician, physical/occupational therapist, physical therapy aide, medical social worker\*, mental health counselor, ophthalmic technician, chiropractic assistant\*, ABA behavioral technician\*, athletic trainer, exercise physiologist, health and wellness consultant in clinical setting, medical scribe.

*\*These experiences will be evaluated on a case-by-case basis.*

Examples of unacceptable patient care experiences include: clerical duties for any organization, transporter (orderly), veterinarian work, medical answering service, ward secretary, massage therapist, dental assistant, in-home care assistant (personal caregiver for ill family member), shadowing, pharmacy tech, pharmaceutical sales, student clinical experience/internships.

**Background Checks and Drug Screenings**

Before matriculation, students offered a seat in the program must complete a criminal background check and drug screen via CastleBranch services. To fulfill the annual requirements of SCPE sites, students are required to repeat the criminal background check and drug screening via CastleBranch as designated by the Clinical Team. (Standard A3.19) The program reserves the right to conduct unannounced drug screening at its discretion (see Controlled Substance Examination Regulation Act or CSERA). Each of the following warrants a professionalism violation and APC referral for possible dismissal from the program:

1. Student delay or decline to participate in requested alcohol and/or drug screen at any point after matriculation (considered equivalent to failing a drug/alcohol)
2. Positive drug screen without medical review officer approval
3. Attending any university or program function, class, or clinical site while inebriated.
4. Representing Gardner-Webb University and/or the PA Program in an official capacity while intoxicated.

Applicants are advised that the results of criminal background checks and other required background screening will be released to third parties involved in their clinical education.

Applicants accepted into the GWU PA Studies Program who answered "no" to questions relating to the criminal background in their CASPA application and are found to have a subsequent positive criminal background check may be dismissed from the program based on misrepresentation.

In the event of a reported incident, a determination about the applicant's/student's continued progress in the academic program will be made by Gardner-Webb University, according to the GWU PA Studies Program Policy.

Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Eligibility information may be obtained from appropriate credentialing boards. Furthermore, supervised clinical practice experience sites may not permit participation in the clinical experience. This should be considered seriously by the candidate before application and matriculation.

Any criminal offense incurred after the student matriculates (misdemeanor or felony) must be reported to the program director within five (5) business days and may result in the student's dismissal from the program; if this occurs, tuition and fees will not be refunded.

Felony conviction as a student within the Gardner-Webb Physician Assistant Studies Program will result in immediate dismissal from the GWU PA Studies Program.

**U.S. Citizenship/Residency**

The Gardner-Webb University PA Studies program accepts applications from U.S. citizens and permanent residents.

**Additional Requirements**

- **TOEFL**
- If an applicant indicates that English is not their native language on the CASPA application, they **MUST** provide one of the following requirements:
  - Two (2)-semesters of English composition or its equivalent in English studies, earning a grade of B- or better; or
  - **TOEFL** (Test of English as a Foreign Language) scores submitted with the CASPA application or directly to GWU PA Admissions from the Educational Testing Service. A minimum total score of 93 with a minimum speaking score of 26 is required.

Applicants must meet the Gardner-Webb PA Studies Program Technical Standards.

**PA Studies Program Technical Standards**

Applicants must meet the Gardner-Webb PA Studies Program Technical Standards.

**Technical Standards**

Students admitted to the Gardner-Webb University Physician Assistant Studies Program are selected because they have demonstrated the capacity to complete the entire curriculum in order to attain the Master of Physician Assistant Studies degree. The curriculum requires demonstrated abilities in (1) observation, (2) communication, (3) motor, (4) intellectual, and (5) behavioral and social skills. Therefore, all students admitted to the Physician Assistant Studies Program must possess these attributes. If you have any questions regarding these standards or your ability to meet these standards, you should contact the Program Director upon application to the program and prior to acceptance.

**1. Observation**

*Candidates must be able to:*

- a. Observe demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms and tissues in normal and pathologic states;
- b. Observe a patient accurately at a distance and close at hand; and
- c. Use the sense of vision, hearing, sensation, and smell as part of the observation process

**2. Communication**

*Candidates should be able to:*

- a. Communicate effectively and sensitively with patients and families in a culturally competent manner;

- b. Communicate effectively and efficiently in oral and written forms with all members of the healthcare team;
- c. Be able to speak, hear, and observe patients in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity, and posture; and
- d. Utilize speech, reading, writing, and computers as part of the communication process. In addition, candidates must possess the skills necessary to communicate effectively in small and large group discussions.

**3. Motor**

*Candidates must have sufficient motor skills and coordination to:*

- a. Execute the movement required to provide patient care such as palpation, auscultation, percussion, and other diagnostic maneuvers;
- b. Execute movements required to provide continuous general care and emergency treatment to patients; these skills require continuous coordination of gross and fine muscle movement, equilibrium, and sensation;
- c. Manipulate equipment and instruments without interruption necessary to perform basic laboratory tests and procedures required to attain curricular goals (e.g., needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel); and
- d. Transport instruments and equipment from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.

**4. Intellectual-Conceptual, Integrative and Quantitative Abilities**

*Candidates must be able to:*

- a. Comprehend three-dimensional relationships and the spatial relationship of structures;
- b. Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame and then present that information in a variety of educational settings, including lectures, small group discussions, and individual clinical settings; and
- c. Analyze, integrate, and apply information appropriately for problem solving and decision-making.

**5. Behavioral and Social Attributes**

*Candidates must have:*

- a. Emotional health, maturity, sensitivity, intellectual ability, and good judgment needed to complete all responsibilities associated with the diagnosis and care of patients;

- b. The ability to tolerate physical, mental, and emotional stress associated with training and the profession;
- c. Qualities of adaptability, flexibility, and be able to function in the face of uncertainty;
- d. A high level of compassion for others, motivation to serve, integrity, and a consciousness of social values;
- e. Sufficient interpersonal skills to interact positively and in a culturally competent manner with people from all levels of society, all ethnic backgrounds, and all belief systems; and,
- f. The ability to accept criticism and respond by appropriate modification of behavior.

Admission decisions are made on the assumption that each candidate can meet the technical standards without consideration of disability. Candidates accepted for admission to the Physician Assistant Studies Program will be required to verify that they understand and can meet these technical standards and do so continuously and without interruption. Gardner-Webb University, the College of Health Sciences and Physician Assistant Studies Program comply with all federal, state, and local laws including the Americans with Disabilities Act. The University reserves the right of final determination for applicants requesting accommodations to meet the program's technical standards. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety, or the educational process of the student or the institution, including all coursework and supervised clinical practice experiences deemed essential for graduation. The Physician Assistant Studies Program will work jointly with the Noel Center for Disability Resources to determine what accommodations are suitable or possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program. In the event an applicant is unable to independently, with or without reasonable accommodation, fulfill these technical standards prior to or any time after admission, the student will not be permitted to enter or progress within the program.

### Student Learning Outcomes

1. Obtain and record a complete and accurate medical history and perform a complete or problem-focused physical examination from any patient in any setting.
2. Interpret and synthesize the information derived from the history, physical examination, and other patient-related data to guide the formulation of a thorough differential diagnosis.

3. Order, perform, and interpret appropriate diagnostic procedures and laboratory tests based upon the findings from the medical history and physical examination; identify, discuss, perform, and order appropriate therapy and treatment modalities for the management of commonly-occurring primary care entities; recognize life-threatening conditions.
4. Clearly and effectively communicate with patients, their families, and other medical personnel in a professional manner; demonstrate knowledge of the impact that health problems have on the individual and family members and develop an attitude of professional concern for each patient.
5. Utilize critical-thinking skills through the use of evidence-based medicine; articulate the unique role of the physician assistant in the medical team; possess a working knowledge of the American health care delivery system.
6. Exhibit ethical behavior and professional conduct.

### Program Employment Policy

The Gardner-Webb University Physician Assistant Studies Program policy on employment is listed below:

- Physician assistant students are strictly prohibited from working for the PA Studies Program.
- Physician assistant students are strictly prohibited from substituting as student workers for instructional or administrative support staff.
- Physician assistant students are strongly discouraged from being employed while enrolled. Employment cannot be used to excuse absence from scheduled learning activities or to excuse poor performance/progression in the program.

### Program Policy on Students Scheduling Clinical Rotations

All SCPEs are assigned by the program's Director of Clinical Education in conjunction with the Clinical Scheduling Manager. The student is not permitted to schedule SCPEs. The Program must make all arrangements for scheduling and will instruct the student regarding contacting sites and preceptors prior to the start of a SCPE. The Program verifies preceptor and site eligibility, including ongoing site evaluations and eligibility, according to ARC-PA standards.

### Academic Curriculum (116 hours)

#### Spring Semester, Year One (Didactic)

|          |                                  |   |
|----------|----------------------------------|---|
| MPAS 504 | Applied Human Anatomy            | 4 |
| MPAS 506 | Medical Physiology               | 3 |
| MPAS 508 | History and Physical Examination | 3 |

|  |                                      |      |
|--|--------------------------------------|------|
| MPAS 510   | Introduction to Clinical<br>Medicine | 3    |
| MPAS 512   | Clinical Pharmacology                | 2    |
| <b>Summer Semester, Year One (Didactic)</b>  |                                      |      |
| MPAS 521   | Patient-Centered Care I              | 2    |
| MPAS 531   | Professional Development             | 1    |
| MPAS 536   | Intro to EBM and Public<br>Health    | One  |
| MPAS 540   | Physician Assistant<br>Medicine I    | 10   |
| <b>Fall Semester, Year One (Didactic)</b>  |                                      |      |
| MPAS 523   | Patient-Centered Care II             | 2    |
| MPAS 550   | Physician Assistant Medicine II      | 17   |
| MPAS 571   | Special Populations/Geriatrics       | 1.0  |
| MPAS 580   | Surgical Medicine                    | 3.0  |
| <b>Spring Semester, Year Two (Didactic)</b>  |                                      |      |
| 538 538  | Healthcare Law & Ethics              | One  |
| MPAS 560   | Physician Assistant<br>Medicine III  | 11   |
| MPAS 573   | Pediatrics                           | 3    |
| MPAS 590   | Emergency Medicine                   | 3    |
| <b>Summer Semester, Year Two; Fall Semester, Year Two;<br/>and Spring Semester, Year Three (Clinical Year)</b> |                                      |      |
| MPAS 620   | Family Medicine SCPE                 | four |
| MPAS 621   | Evidence-Based Medicine              | 4    |
| MPAS 622   | Internal Medicine SCPE               | 4    |
| MPAS 624   | Pediatric Medicine SCPE              | 4    |
| MPAS 626   | Women's Medicine SCPE                | 4    |
| MPAS 628   | Emergency Medicine SCPE              | 4    |
| MPAS 630   | Surgical Medicine SCPE               | 4    |
| MPAS 632   | Behavioral Medicine SCPE             | 4    |
| MPAS 636   | Underserved Medicine                 | 4    |
| MPAS 638   | Elective I SCPE                      | 4    |
| 641 641  | Elective II                          | Four |
| 651 651  | Capstone                             | One  |
| MPAS 654   | Summative Evaluation                 | 1    |

Total Credit Hours: 116

## Religion

Department Chair: S. Shauf

### Faculty

Professors: D. Berry, K. Blevins, P. Hildreth, B. Leslie, P. Qualls, S. Shauf, E. Stepp

Assistant Professors: A. Sieges-Beal, T. Jessup

### Mission Statement

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

## Religion, Master of Arts

The purpose of the Master of Arts in Religion program is the academic study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting PhD entrance requirements;
2. College teaching on the freshman and sophomore levels; and/or
3. Teaching in private schools.

### Admission Requirements

Application for admission to the Master of Arts in Religion Program is made through the Gardner-Webb University Office of Graduate Admissions. The following criteria will be used for consideration of acceptance:

1. Minimum GPA of 2.7;
2. GRE or MAT Scores;
3. Research Writing Sample;
4. Official Transcripts;
5. Three Professional References; and
6. Admission Interview.

Applicants for admission to the Master of Arts in Religion Program with a concentration in Biblical Studies/Languages will be required to demonstrate proficiency in Greek and Hebrew.

### Student Learning Outcomes

Students who study in the MA in Religion will demonstrate:

1. Research and writing skills essential for scholars in the field of religious studies;
2. An understanding of the classical and modern theories, and current research in the field of religious studies; and
3. Proficiency in expressing scholarly ideas through a written thesis.

### General Information

The MA in Religion is a thirty-six (36) credit-hour program.

Eighteen (18) hours are taken from a common core offered by the Department of Religious Studies and Philosophy.

Twelve (12) hours are selected from one of three concentrations:

1. Religious Studies Concentration: Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.
2. Biblical Studies/Languages Concentration: Students will take the following four courses.
  - a. Advanced Hebrew Exegesis Seminar
  - b. Advanced Greek Exegesis Seminar
  - c. Old Testament Seminar
  - d. New Testament Seminar
3. Out-of-Department Concentration: Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the Department of English Language and Literature and the School of Psychology.

At the conclusion of the first 30 hours of the program, students will take comprehensive exams covering their coursework. Satisfactory completion of exams is required before commencing the last six hours of the program. The final six hours involve researching and writing a thesis. The student is enrolled in RELI 695 Thesis for two semesters (or more if additional time is needed to complete the Thesis). The first semester is focused on research and producing a 6-10 page thesis prospectus. In the second semester, the student will work toward the completion of an 80-120 page thesis.

**Exit Criteria**

In order to graduate, all students in the program must pass comprehensive written examinations on their coursework. Students must also pass a successful oral defense of their thesis.

**MA in Religion Curriculum (36 hours)**

**Required Courses (15 hours)**

|          |                               |   |
|----------|-------------------------------|---|
| RELI 600 | Research Seminar              | 3 |
| RELI 605 | Biblical Studies Seminar      | 3 |
| RELI 640 | Theological Studies Seminar   | 3 |
| RELI 660 | World Religions Seminar       | 3 |
| RELI 685 | Religious Instruction Seminar | 3 |

**Elective (3 hours)**

Choose one of the following.

|          |                                 |   |
|----------|---------------------------------|---|
| RELI 630 | Historical Studies Seminar      | 3 |
| RELI 650 | Philosophy of Religion Seminar  | 3 |
| RELI 670 | Psychology of Religion Seminar  | 3 |
| RELI 680 | Literature and Religion Seminar | 3 |

**Concentrations (12 hours)**

Choose one of the following concentrations.

**Religious Studies Concentration**

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.

**Biblical Studies/Languages**

|          |                                  |   |
|----------|----------------------------------|---|
| RELI 610 | Advanced Hebrew Exegesis Seminar | 3 |
| RELI 620 | Advanced Greek Exegesis Seminar  | 3 |
| RELI 615 | Old Testament Seminar            | 3 |
| RELI 625 | New Testament Seminar            | 3 |

**Out-of-Department Concentration**

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the Department of English Language and Literature and the School of Psychology.

**Research (6 hours)**

|          |        |   |
|----------|--------|---|
| RELI 695 | Thesis | 3 |
| RELI 695 | Thesis | 3 |

*RELI 695: First semester*

*RELI 695: Second semester*

Total Credit Hours: 36

**Religion, Master of Arts/Master of Divinity**

Gardner-Webb offers a combined MDiv/MA in Religion degree. For details about this degree and for the policy on dual-degree programs, see the Master of Divinity section (p. 337) of the Catalog.

Dual-degree students must apply to the School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual-degree.

**Sport Education**

Department Chair: K. Baker

Sport Education Program Coordinator: D. Ware

**Faculty**

Professors: K. Baker, D. Ware

Associate Professor: S. Snyder



Assistant Professor: D. Granniss

### Mission Statement

Within the context of a Christian liberal arts education, the mission of the Department of Health, Sport, and Physical Education is to promote the understanding, the appreciation, and the advocacy of healthy, physically-active lifestyles; and to academically prepare students for relevant positions of instruction, leadership, and service.

The mission of the Sport Education program is to academically prepare students for success in the discipline of Sport Education, while consistently placing emphasis on leadership, faith, and service.

### Sport Education, Master of Arts

The Sport Education program is designed to assist in the advanced preparation of individuals who are involved with sport- and fitness-related endeavors. These fields of endeavors may include physical education programs, coaching environments, fitness centers, sport clubs, and other physical-activity settings. The development of skills will be accomplished through coursework, research, and pedagogical experience. Students will benefit from a synthesis of current and applicable information derived from both theory and practice.

The Sport Education program, which can be completed entirely online, includes thirty credit hours in five components: methodology, science, socio-culture, administration, and elective. The primary focus of the program is instructional expertise in sport-related settings. The elective component of the program consists of six hours of additional subject-area work.

This program does not include recommendation for graduate-level NC teaching licensure.

### Admission Requirements

Program-specific requirements for full admission are the following.

1. A cumulative GPA of 2.5 or better on all previous academic work beyond high school.
2. A satisfactory score on the Graduate Record Exam or the Miller Analogies Test.
3. Professional references are not required for admission into the Sport Education program.

A student must normally enroll in only SPED 600 during the first Fall semester of enrollment. Enrollment in an additional course during the first Fall semester of enrollment requires approval from the program coordinator.

### Program Goals

Integrating Christian values, concepts, and ideas, the Master of Arts in Sport Education 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 Education;
3. Develop the skills essential for the research of various aspects of Sport Education;
4. Develop the capacity to interpret and then apply the findings of research to actual practices;
5. Develop skills and understanding of the numerous teaching styles used in effective instruction; and
6. Foster a responsibility to make positive change in the student's chosen profession and the global community.

### Student Learning Outcomes

1. Students will be able to develop, discuss, and defend a comprehensive plan for risk prevention and management implementing key cases, concepts, and laws.
2. Students will demonstrate a balanced understanding of social issues in sport and physical activity and discuss using biblical, moral, and ethical reasoning.
3. Students will be advocates for the responsible inclusion of a diverse group of participants within their career settings.
4. Students will be competent in the identification of a variety of instructional techniques and strategies suitable for their career settings.
5. Students will be knowledgeable in the use, consumption, and application of formal research methodologies.
6. Students will critically identify and evaluate administrative practices within their chosen careers with regard to topics such as time management, goal setting, and decision-making.
7. Students will demonstrate an in-depth understanding of select wellness-related topics relevant to today's society.
8. Students will be knowledgeable in physiological concepts related to the training and conditioning of athletes in the areas of developing muscular fitness, cardiovascular endurance, speed, agility, and flexibility.

### Sport Education Curriculum (30 hours)

#### Required Courses (24 hours)

|          |  |   |
|----------|--|---|
| SPED 600 | Research in Sport Pedagogy                 | 3 |
| SPED 601 | Instructional Strategies                   | 3 |
| SPED 602 | Scientific Principles of Human Performance | 3 |
| SPED 603 | Contemporary Concepts of Wellness          | 3 |
| SPED 604 | Sport in Society                           | 3 |

|          |  |   |
|----------|--|---|
| SPED 605 | Sport and Physical Education for Diverse Populations | 3 |
| SPED 606 | Sport and Physical Education Administration          | 3 |
| SPED 607 | Legal Issues of Sport and Physical Education         | 3 |

**Electives (6 hours)**

Choose two of the following.

|          |   |   |
|----------|---|---|
| SPED 608 | Psychology of Sport                       | 3 |
| SPED 609 | Supervision and Evaluation of Instruction | 3 |
| SPED 610 | Theories of Motor Development             | 3 |
| SPED 611 | Physical Education Seminar                | 3 |
| SPED 612 | Leadership and Ethics in Sport Pedagogy   | 3 |
| SPED 613 | Coaching Theory                           | 3 |
| SPED 555 | Special Topics                            | 3 |

During the final semester of enrollment or the semester immediately following the completion of all coursework, the student must pass a written comprehensive examination, based on the cumulative coursework.

Total Credit Hours: 30

**Strength and Conditioning**

Department Chair: D. Granniss

Strength and Conditioning Program Coordinator: J. Ahearn

**Faculty**

Professor: J. Hartman

Associate Professor: G. Gilsdorf, D. Granniss, B. Thompson

Assistant Professor: J. Ahearn

Instructor: A. Pashkova

**Strength and Conditioning, Master of Science**

The Master of Science in Exercise Science - Strength and Conditioning (MSSC) program will prepare students to work with recreational, secondary school, collegiate, professional, and/or elite athletes developing and implementing exercise programs to support and enhance performance. The 36-credit-hour program provides coursework, both theoretical and clinical, designed to prepare students to become leaders in the field of Strength and Conditioning and Sports Performance, with a specific focus on injury prevention and return-to-play criteria. The dual-degree program (3+2) allows undergraduate Exercise Science students to enter the MSSC program the beginning of their fourth year at Gardner-Webb University and earn a Bachelor of Science in Exercise Science (BS) and a Master of Science in Strength and Conditioning (MS) degree in five years.

**Admission Requirements**

Admission into the traditional two-year MSSC degree program is based on a comprehensive review of multiple criteria, including the following program-specific minimum requirements.

1. A baccalaureate degree is required, preferably in exercise science, health and fitness, physical education, or another related area.
2. Undergraduate cumulative grade point average of 2.75 on a 4.0 scale. Students with less than a cumulative 2.75 undergraduate grade point average may be provisionally admitted with additional requirements upon the recommendation of the program coordinator. Students who are provisionally admitted must earn at least a 3.0 grade point average in their first six hours of coursework in the program as well as successfully meet any other additional requirements identified by the program coordinator before being granted full admission.
3. A one-page personal statement indicating the applicant's interest in the program and describing professional intent.
4. Undergraduate coursework in the following: Human Anatomy and Physiology (eight credit hours); Kinesiology, Biomechanics, and/or Exercise Physiology. These courses should be completed prior to formal admission into the program and registration in graduate courses with few exceptions. Assessment of prerequisite requirements is made at the discretion of the graduate program coordinator.
5. Two letters of recommendation addressing the applicant's potential to succeed in the physical activity professions and in graduate work.

**Master of Science in Strength and Conditioning 3+2 Program**

The dual-degree program (3+2) allows undergraduate Exercise Science students to enter the Master of Science in Strength and Conditioning program the beginning of their fourth year at GWU and earn a Bachelor of Science in Exercise Science (BS) and a Master of Science in Strength and Conditioning (MS) degree in five years.

Students will follow departmental requirements for admission into the professional phase of the BS in Exercise Science. Exercise Science majors who have at least a 3.0 GPA and who will have completed all of their prescribed courses by the spring of their junior year will be eligible to apply for the five-year program.

Applicants to the five-year program will submit the same materials as other MSSC applicants by the spring deadline of their junior year, and those who meet all minimum requirements, including having earned a "B" or better in EXSI 306, EXSI 310, EXSI 406, EXSI 410, and EXSI 420 will receive placement in the MSSC program. If a 3.0 average is not maintained in these courses, the students are placed on probation per Graduate Studies Academic Standing policy (p. 242). The admissions criteria for the five-year program will be the same as for other MSSC applicants.

#### **Degree Requirements**

Students continuing into the fourth year of the 3+2 program must finish the entire BS and MS curriculum to obtain both the bachelor's and master's degrees. Students will be conferred two degrees once they complete the fifth year of the concurrent program.

Students in the 3+2 program will be required to complete the same two-year (36-hour) curriculum as other students admitted to the MSSC program. Students will take 128 hours of undergraduate courses and 36 hours of graduate coursework, of which twelve hours can be applied to the undergraduate degree. Students are required to maintain a 3.0 GPA through all graduate coursework. If a 3.0 average is not maintained, students are placed on probation per Graduate Studies Academic Standing policy (p. 242).

Students not accepted or unable to continue with the 3+2 program may complete the remaining requirements for the BS degree in Exercise Science in a concentration that is most suitable to their needs (e.g., Health Fitness). These students may apply to the traditional (4+2) graduate degree program.

#### **Student Learning Outcomes**

##### **PROFESSIONAL INTERACTION AND COMMUNICATION**

To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback.

##### **PROFESSIONAL COMPETENCE**

To utilize knowledge, skills, and abilities to evaluate tasks and individual and environmental constraints; develop, implement, and evaluate strength and conditioning programs; and employ behavioral strategies to motivate individuals to adopt and adhere to programming goals.

##### **PROFESSIONAL ETHICS AND CONDUCT**

To demonstrate behavior, grounded in Christian faith and the liberal arts tradition, that preserves the integrity of a profession, prevents misrepresentation, and protects the consumer.

##### **PROFESSIONAL AND PERSONAL DEVELOPMENT**

To continuously improve knowledge, skills, and abilities and to uphold a professional image through actions and appearance.

##### **PROFESSIONAL DECISION MAKING (PROBLEM SOLVING)**

To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.

*NOTE: Students desiring to complete the Bachelor of Science in Exercise Science and Master of Science in Strength and Conditioning degrees in five years will be able to begin MS coursework while still in the BS program. After acceptance into the Bachelor of Science in Exercise Science major, students may begin completion of master's coursework, which can be applied to the Master of Science in Strength and Conditioning degree. Master's coursework will be applied to master's degree-completion requirements after completion of the undergraduate Exercise Science curriculum. Eligible students will be allowed to complete the following graduate courses while still enrolled in the undergraduate degree program: EXSI 535, EXSI 532, EXSI 530, EXSI 524, PSYC 520.*

#### **MSSC Curriculum (36 hours)**

|          |                                       |   |
|----------|---------------------------------------|---|
| EXSI 511 | Elite Conditioning                    | 3 |
| EXSI 524 | Sports Nutrition                      | 3 |
| EXSI 527 | Fitness Facility Management           | 3 |
| EXSI 530 | Advanced Strength and Conditioning    | 3 |
| EXSI 531 | Advanced Programming                  | 3 |
| EXSI 532 | Research Methods                      | 3 |
| EXSI 535 | Kinesiology                           | 3 |
| EXSI 545 | Programming for the Endurance Athlete | 2 |
| EXSI 551 | Practicum I                           | 2 |
| EXSI 552 | Practicum II                          | 2 |
| EXSI 597 | Internship                            | 6 |
| PSYC 520 | Exercise and Sport Psychology         | 3 |

Total Credit Hours: 36

# School of Divinity

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Dean: R. Canoy  
 Associate Dean: J. McConnell  
 Director of the Doctor of Ministry Program and Ministry Referral: D. West

## Faculty

Professors: R. Canoy, T. Casiño, D. Dickens, S. Harmon, J. McConnell, H. Palomino, W. Robertson, S. Steibel, D. West

## 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 sitting president of the University.

The School of Divinity, one of five schools offering graduate degrees within the academic program of Gardner-Webb University, is accredited by the Commission of Accrediting of the Association of Theological Schools (ATS), has close ties to the Baptist State Convention of North Carolina, the Cooperative Baptist Fellowship, the Cooperative Baptist Fellowship of North Carolina, and the Center for Healthy Churches.

## 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.

## Degrees

- Master's Programs (p. 327)
- Dual-Degree Programs (p. 333)
- Doctoral Programs (p. 338)

## 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 Mary Washburn Wilson Lectureship**

The Mary Washburn Wilson Lectureship is supported by the Mary Washburn Wilson Visiting Scholar Endowment, which was established in honor of Mary Leigh Washburn Wilson (1922-2003) through a generous gift by her daughter, the Reverend Tillie Duncan, a member of the Gardner-Webb Gallery of Distinguished Alumni, along with her husband, Shannon Duncan. The lectureship is designed to expose students to new ideas in an intentional way and to make them aware of concepts not previously considered.

### **The Daniel E. Goodman Academic Research Award**

This award assists a student presenting a paper at an academic 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, Egypt, Greece, and Turkey greatly enhance the study and future ministry of School of Divinity students, the University provides substantial financial support through the Earnhardt Endowment for qualified students to participate. For details contact the Dean of the School of Divinity.

### **International 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 (also funded in part by the Earnhardt Endowment) under the leadership of qualified supervisors. In order to facilitate these experiences the School of Divinity is establishing formal relationships with Baptist seminaries, schools, and churches 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 School of Divinity Student Association (SDSA). 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 MDiv degree must be earned in the School of Divinity at Gardner-Webb University. These hours are exclusive of any hours gained through testing for Credit by Examination. The final twenty-four (24) hours must be earned consecutively at Gardner-Webb University unless the student obtains permission from the Associate Dean of the School of Divinity.

### **Academic Course Load**

A minimum full-time course load for MDiv degree students is nine hours per semester. The maximum academic course load for MDiv degree students is eighteen hours per semester. An academic course 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 academic course 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 Office of Financial Planning regarding the availability of financial aid.

### **Class Attendance**

Gardner-Webb University is grounded in the idea of educating its students holistically within the traditions of Christianity and the liberal arts. At the center of both guiding principles of the University is the idea of community and interpersonal relationships. Spiritual, moral/ethical, and intellectual growth are all broadened, enriched, and made more meaningful within a community of individual growth. Therefore, in order to ensure that students interact with others engaged in this search for growth and knowledge, Gardner-Webb University requires that students regularly attend and participate in the class meetings and activities designed to encourage aspects of this growth in each of their courses. This provides that philosophical foundation for the University's Attendance Policy which follows.

Regular class attendance is an important student obligation. Students are responsible for all coursework conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of "@F" in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance is counted from the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the instructor to set a more stringent class attendance policy. The instructor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement is measured by the documented weekly participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance, such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the instructor in an online class may stipulate a more stringent attendance policy in the syllabus.

Absence from class does not excuse the student from responsibility for classwork. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the instructor prior to the absence. All absences, regardless of reason, apply toward the 25% threshold.

### **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 MDiv 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 completed, the level of the work, and the grades earned.

### **Course Registration**

Registration includes academic advising, selection of courses, and payment of fees. During preregistration, students should consult with their academic advisors on course selection and other degree requirements. However, it is the responsibility of the student, not the academic advisor, to ensure that all University graduation requirements are met.

Students will not receive credit for any course for which registration has not been completed. Unless students and their advisors consider it essential they should not change the schedule after registration.

### **Adding, Dropping, and Withdrawing from Courses**

The student's schedule may be adjusted by adding and dropping courses with the approval of the academic advisor during the schedule modification period. The dates for schedule modification are found in the University Academic Calendar. Courses that are officially dropped by a student do not appear on a student's transcript. If a student does not officially drop a class but never attends the class, a grade of "@W" will appear on the student's transcript.

After the schedule modification period, any official withdrawal from a class must be done by the student through Registrar Services. When a student officially withdraws from a course, a grade of "W" (withdrew) is recorded during the first 40% of the term. After this period, a "WP" (withdrew passing) or "WF" (withdrew failing) is assigned by the instructor based upon an assessment of the student's work to date in the course. No hours attempted are recorded for "W" and "WP" grades. Again, these dates are found in the university Academic Calendar. The last day for withdrawing from an individual course will be listed in the Academic Calendar each semester.

Before withdrawing from a class or classes, students should refer to the “Charge Reduction Policy” (p. 325) in the “Expenses” section of this catalog in order to understand the financial implication on their account.

### **Removal from Class**

Students are expected to conduct themselves in a manner that does not distract from or disrupt the educational pursuits of others. Should an instructor determine that a student’s conduct is distracting or disruptive to the educational environment in the classroom or online environment, the instructor may request the disruptive student to leave the class immediately. Such students may not return to the classroom or online environment until they have met with the instructor and offered assurances that they can conduct themselves in an appropriate manner. The instructor reserves the right to inform the Dean of the School of Divinity as soon as possible. If the student is dismissed from the class permanently because of disruptive behavior or other violations of the Code of Student Conduct, the student’s final grade will follow the grading period for a “W” or a “WP/WF,” depending on the date of dismissal.

In the event a student refuses to remove him/herself upon request, the instructor should contact University Police immediately, or in the case of an offsite facility, local law enforcement.

### **Medical Withdrawal Policy**

Any registered student who experiences medical trauma or a chronic illness that may prevent completion of the semester may apply for a medical withdrawal from the University. A medical withdrawal is a complete withdrawal from the University (i.e., not from a particular course). A request for a medical withdrawal must be submitted prior to the beginning of final exams for the semester in which the medical withdrawal is desired. A medical withdrawal request is initiated through the submission of the online Withdrawal Form located in WebbConnect prior to the beginning of final exams in the same manner as a general withdrawal from the University. In addition to the online request, the student must also provide a statement from a licensed medical or mental health professional trained in the diagnosis of the student’s medical condition. The statement should verify that the medical condition prevents the student from participating in classes or carrying out course requirements.

The statement from the medical or mental health professional must be submitted on official letterhead, addressed to the Gardner-Webb University Registrar, and include the practitioner’s name and title. The statement should indicate that the student is unable to continue in school and include the date at which the student became unable to continue (or the closest possible approximation to the date).

The student will be notified by the Registrar of the decision made by the Medical Withdrawal Committee. If the request is approved, the student will receive a final grade of “W” for each class (except in instances of Academic Dishonesty). Any adjustment in tuition will be made on a prorated basis. Once granted a withdrawal, students must apply for readmission to the University in order to continue their studies. All program admission requirements, programmatic and degree requirements, departmental student handbook, and accreditation requirements at the time of the student’s return will apply.

Any appeal for a retroactive medical withdrawal must be initiated by the end of the next Fall or Spring semester. Documentation for these appeals includes the same materials required for other medical withdrawal requests but must also include an explanation as to why the medical withdrawal request could not have been made by the normal deadline (i.e., by the beginning of final exams for the semester in which the medical withdrawal is desired).

As with any other readmission, stipulations may apply. The student must provide a statement from the same medical or mental health professional stating that the student is now able to continue studies at the University. This documentation should follow the same format as above.

### **Military Deployment Policy**

A currently enrolled student may request withdrawal from courses if called to active military duty. Non-punitive grades of “W” or “WP” will be issued for the course(s) for the student’s academic record for the semester, regardless of the student’s current grade in the course(s). If a student is deployed toward the end of a semester but still wants to complete the course, the student must contact his/her instructors to reach agreement on the terms of the completion, which may include requesting a grade of “I” (Incomplete). The Student Accounts Office will give special consideration to student bills when there is a military-deployment-related withdrawal. A copy of the student’s military deployment orders is required.

### **Course and Schedule Changes**

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

### **Auditing Courses**

Any Gardner-Webb student may audit a course for a fee. The auditor is expected to complete the Audit Form and to complete all course requirements with the exception of tests and examinations. Approval of the instructor and the Associate Dean of the School of Divinity is required.

## Course Substitution

Students may substitute up to nine hours of graduate-level courses from outside the School of Divinity for credit toward the MDiv degree. Students must make their requests in writing to the Associate Dean, who will convene the Academic Policies Committee to evaluate the request. Courses for substitution must meet the accreditation standards stated in the Transfer of Credit policy above.

## School of Divinity Probation and Suspension Policy

A student must have at least a 2.0 overall grade point average to be awarded a degree in the School of Divinity. When the GPA falls below 2.0, the student is placed on academic probation and is so notified. In order to be removed from academic probation, the student may enroll for a maximum of nine credit hours in the following semester and attain a cumulative GPA of 2.0. If at the completion of this semester the student has not attained a 2.0 GPA, the student may be placed on academic suspension. Students placed on academic suspension will be required to withdraw for at least one semester (not including summer sessions). After that time, students wishing to resume studies may seek readmission to the degree program. Students who are readmitted after having been placed on academic suspension will be allowed to take no more than six hours and must earn a semester grade point average of 2.50. Students failing to meet this stipulation may be subject to academic dismissal.

Students who fail to satisfy the requirements for removal of academic suspension after having been readmitted will be required to withdraw from enrollment in the degree program. Students who are dismissed under these conditions are not eligible for readmission.

## Transfer Courses While on Suspension or Probation

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

## Repeating Courses

Only courses with a grade of "D," "F," "WF," or "@F" 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 as follows.

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, and 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 per-credit-hour fee, and (d) score a minimum of 75% on the objective part of the exam and satisfactorily complete a written essay component.
3. The request and examination must precede the applicant's enrollment in subject areas where consideration for Credit by Examination is requested.
4. In no case will Credit by Examination be awarded during the student's final semester.

After successful completion of the examination(s), the Dean or the Associate Dean of the School of Divinity will send a memo to the Registrar and to the student confirming that the student should receive the credit hours for the course.

## Advanced Standing Policy

A student completing a baccalaureate with a major in Religion or its equivalent is eligible to apply for advanced standing in specific discipline areas up to and not to exceed 21 hours. Coursework considered for advanced standing credit must have received at least a "B" course grade. Undergraduate coursework will be evaluated by the Associate Dean's office on a case-by-case basis. The following undergraduate courses or their equivalent will be considered for advanced standing credit.

Introduction to Old Testament I  
 Introduction to Old Testament II  
 Introduction to New Testament I  
 Introduction to New Testament II  
 Hebrew I  
 Greek I  
 Introduction to Christian History I

## Accelerated Pastoral Ministries Program (APMP)



In conjunction with the School of Divinity, the Department of Religious Studies and Philosophy offers an accelerated track for students who enter the University with a clear call to vocational Christian ministry. This program allows students to graduate with a BA in Discipleship Studies in three years and a Master of Divinity degree in two years. Students in this accelerated program are expected to fulfill the requirements of the Discipleship Studies major and the minor in Biblical Studies. Students must be admitted into the program as first-year students in order to qualify. (See the Department of Religious Studies and Philosophy (p. 118) portion of the Traditional Undergraduate section of this catalog for additional information.)

### **Course by Arrangement/Independent Study**

Courses within both the core curriculum and selected concentrations are scheduled on a rotating basis and in such a manner that students may graduate within three years (six Fall and Spring semesters consecutively) of study. All courses offered by the School of Divinity are found within the current Catalog.

A Course by Arrangement is a course found in the current Catalog but which is not being offered in the published schedule during the semester in question. A course of Independent Study is a course not found in the current Catalog but which a student seeks permission to take.

#### **Course by Arrangement**

Courses by Arrangement are not encouraged and may occur only due to exceptional circumstances when the following criteria are met.

1. The course being requested must be in the current Catalog but not found in the currently published schedule.
2. The request must be made in writing to the Associate Dean.
3. If the request is approved, the Associate Dean will enlist a faculty member for the course.

#### **Independent Study**

Independent Studies are not encouraged and may occur only due to exceptional circumstances when the following criteria are met.

1. The course being requested is not found in the current Catalog.
2. The request must be made in writing to the Associate Dean.
3. If the request is approved, the Associate Dean will enlist a faculty member for the course.

### **Academic Appeals**

A student who experiences a problem concerning a grade or any other aspect of a course, including issues relating to but not limited to academic dishonesty, should first discuss the matter with the instructor. 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 instructor 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 instructor 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 on academic dishonesty (see the School of Divinity Student Handbook).

It is presupposed that all persons enrolling in the School of Divinity, at whatever level of admission, will exemplify a high level of Christian commitment as well as a high degree of academic and personal integrity. It is expected that this commitment will be reflected in personal relationships, academic performance, and conduct inside and outside of the classroom. A student's continuing enrollment may become the subject of a formal review if any of the above expectations are not being fulfilled. A member of the administrative staff, faculty member, or student may request a formal review and action by the Associate Dean of the School of Divinity. Upon the conclusion of the formal review, the Associate Dean may take action, which may include, but is not limited to, probation, suspension, counseling, etc. If any party to the review (student, faculty, or administrator) is not satisfied with the decision of the Associate Dean, he or she may request a hearing by the Appeals Committee, whose decision is final.

### **Application for Graduation**

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar through WebbConnect. Students must apply for graduation by the published deadline listed on the Academic Calendar. Specific deadlines will be published and a late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled Commencement.

### **Graduation Requirements**

Students must meet the above requirements and have maintained a grade point average of 2.0 or better on a 4.0 scale.

### **Commencement Participation Policy**

Candidates are not required to be present at Commencement. Students who cannot attend Commencement must notify Registrar Services by sending an email to [graduation@gardner-webb.edu](mailto:graduation@gardner-webb.edu).

### **Time Limits**

The minimum time for completion of the MDiv 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, 9th Edition, by Kate L. Turabian, Chicago: University of Chicago Press, 2018.

## **Grading Scale, Grades, and Reports**

### **Grading Systems and Quality Points**

Graduation is dependent upon quality as well as upon quantity of work done. Letter grades are used. They are interpreted in the table below, with the quality points for each hour of credit shown at the right.

| <b>Grades</b>                                  | <b>Hours<br/>Attempted Per<br/>Credit Hour</b> | <b>Quality<br/>Points Per<br/>Credit Hour</b> |
|--|--|---|
| A (96-100)                                     | 1  | 4   |
| A-(94-95)                                      | 1  | 3.67  |
| B+ (92-93)                                     | 1  | 3.33  |
| B (87-91)                                      | 1  | 3   |
| B- (85-86)                                     | 1  | 2.67  |
| C+ (80-84)                                     | 1  | 2.33  |
| C (75-79)                                      | 1  | 2   |
| C- (70-74)                                     | 1  | 1.67  |
| D+ (67-69)                                     | 1  | 1.33  |
| D (63-66)                                      | 1  | 1   |
| D- (60-62)                                     | 1  | 0.67  |
| F (0-59)                                       | 1  | 0   |
| Fx (Failure for<br>Academic<br>Dishonesty)     | 1  | 0   |
| P  | 0  | 0   |
| I (Incomplete)                                 | 0  | 0   |
| IN (see below)                                 | 0  | 0   |
| W (Withdrew without<br>penalty)                | 0  | 0   |
| WP (Withdrew<br>Passing)                       | 0  | 0   |
| WF (Withdrew<br>Failing)                       | 1  | 0   |
| @W (Administrative<br>Withdrawal)              | 0  | 0   |
| @F (Administrative<br>Failure for<br>Absences) | 1  | 0   |

An "I" (Incomplete) is assigned only when a small amount of coursework (i.e., test, project, research paper, or final exam) is not complete, and the reason for the incomplete work is of a serious nature and beyond the student's control. The assigning of an "I" must be accompanied by the instructor's completion of an I contract which is accessed by the "Incomplete Contract/Policy" link under "Manage Classes" in the QuickLaunch Navigation menu in WebbConnect. The student must complete the coursework by the date provided by the instructor. The instructor should submit the change of grade form no later than 90 days after the last day of the term in which the I was assigned, or earlier. After 90 days, the "I" automatically becomes an "F" if it has not been changed or the instructor has not submitted an extension to the Registrar.

The grade of "IN" is assigned in the following cases:

1. individuals in a practicum or internship who are prevented by circumstances beyond their control from completing their practicum or internship by scheduled deadlines;
2. students in courses with a multi-semester component which are not completed by grading deadlines.

A "W" will be assigned when a student withdraws from a course during the first four weeks of the semester or the first week of a summer term or if granted a medical withdrawal. After these time periods, a "WF" or "WP" is assigned by the instructor based upon the instructor'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 instructor or the Registrar 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, an instructor 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 instructor as soon as possible. A student who believes a grade to be inaccurate or unfair may address the matter following the process described under "Academic Grievance and Appeal Procedures."

Under no circumstances will a grade be changed, after having been reported to Registrar Services, without the approval of the Associate Provost for Professional and Graduate Studies.

### Transcripts

The Registrar will furnish transcripts of credit upon written request. Official copies are available for a fee, which should accompany the request.

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

## Academic Support Services

### Academic Advising

Advising within the School of Divinity is initially provided by the Associate Dean for all newly admitted students. Early in the first semester of the student's course of study, an advisor is assigned to each student based upon the student's choice of concentration. The advisor will usually be an instructor whose specialty is in the area of the student's concentration. Academic advising occurs in conjunction with pre-registration each semester. In addition, each student will meet for an extended conference with his/her advisor once during each thirty-hour segment of the degree program. These conferences address academic issues and the student's personal and spiritual formation.

The names of advisors are posted each semester for the benefit of students who may not otherwise be aware of their advisor's identity. Faculty advisors are responsible for communicating with students related to preregistration and mentor conferences. Students are not routinely provided with their registration pin numbers apart from specific contact and communication with their advisor.

Information related to important deadlines is provided by the Administrative Assistant of the School of Divinity to all students through mass email notices. Such information is provided on multiple occasions to ensure that students have access to important issues they must address.

### University Writing Center

Matthew Duffus, Director

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

### Dover Memorial Library

Pam Dennis, Dean

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 and include 172,000 print books, nearly 12,000 bound periodicals, and many other materials such as DVDs, CDs, and computer files. The Library has access to over 600,000 eBooks, nearly 150,000 journal titles in 150+ electronic databases, 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. The University Archives features the Fay Webb Gardner Papers, the Kings Mountain Baptist Association records, and University and local church ephemera. The Digital Commons holds digitized copies of archival materials as well as faculty and student scholarship.

Professional librarians are available for individual and group instruction. Several opportunities for research instruction are available: live chat, email, phone, or face-to-face appointment. Interlibrary loan, audiovisual, and production (lamination, color copies, posters, etc.) services are available. The Library's homepage, [www.gardner-webb.edu/library](http://www.gardner-webb.edu/library), provides access to our online catalog and databases as well as information about the Library facility, resources, services, and policies. Off-campus students will be prompted for the WebbConnect username and password in order to access the Library's subscription databases.

#### **Library Privileges**

Off-campus students may use the Interlibrary Loan service in order to request books held in the Dover Memorial Library or in another library. Those books will be mailed to the student's home and must be returned to the Dover Memorial Library. Journal articles requested through Interlibrary Loan will be sent electronically to the student's email. Library privileges require compliance with stated policies affecting return of materials. Failure to comply may result in fines and suspension of check-out and Interlibrary Loan privileges.

#### **Noel Center for Disability Resources**

Cheryl Potter, Associate Dean

The Noel Center for Disability Resources provides accommodations and services to qualifying students with disabilities. Upon acceptance to the University, the student should register for services by filling out the Request for Services form on the Center's homepage. Professional documentation of the disability and its functional limitations should be sent to the Noel Center for Disability Resources. Once eligibility has been determined the student is assigned an Accessibility Advisor who will collaboratively work with the student to determine the appropriate accommodations and services. This person will work with the student throughout his or her time at Gardner-Webb. Some of the accommodations/services that may be provided if the student has supportive documentation include, but are not limited to, note-takers, extended-time testing, materials in alternative format, lab assistants, interpreters, orientation and mobility training, and use of adaptive technology. The student may receive help in developing effective study skills as well as organizational and test-taking strategies.

## **Financial Information**

Gardner-Webb University offers graduate programs of high quality which prepare students for professional careers. Tuition and fees are kept at reasonable rates and are competitive with the leading universities in the region.

### **Financial Aid**

Financial assistance in the form of scholarships and assistantships is available. Inquiries should be made through the Director of Admissions for the School of Divinity.

#### **Cooperative Baptist Fellowship Scholarships**

Scholarships are available through the Cooperative Baptist Fellowship (CBF) and Cooperative Baptist Fellowship of North Carolina (CBFNC) and are based on financial need, commitment to serve in Baptist life in keeping with the mission strategy of the Cooperative Baptist Fellowship, and potential success in theological education. Applications and CBF Mission Statements are available from the Admissions Office at the School of Divinity.

#### **Christian Service Organization Scholarship**

The Christian Service Organization (CSO) Scholarship Fund was created so private donors could partner together with students training to enter the ministry field. Applicants must enroll in the School of Divinity, complete the Student Aid Profile, register for nine (9) or more credit hours, and meet certain financial need criteria to qualify. Awards may vary and will be given by the credit hour to eligible applicants. As a recipient of the Christian Service Organization and/or Gardner-Webb University Theological Grant, the University reserves the right to rescind funds awarded to students who are unable to complete attempted hours of study during any given semester.

**GWU Theological Grant**

The GWU Theological Grant is a form of assistance through Gardner-Webb University to aid seminarians enrolled at the School of Divinity. Applicants must complete the Student Aid Profile, register for nine (9) or more credit hours, and meet certain financial need criteria to qualify. Awards may vary and will be given by the credit hour to eligible applicants. As a recipient of the Christian Service Organization Scholarship and/or Gardner-Webb University Theological Grant, the University reserves the right to rescind funds awarded to students who are unable to complete attempted hours of study during any given semester.

**Charles B. Keesee Educational Grant**

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, Virginia, West Virginia, Georgia, Tennessee, or Kentucky may apply. Applications are available by visiting [cbkeesee.com](http://cbkeesee.com).

**Graduate Assistantships**

**Goals for Assistantships**

1. To provide academically strong graduate students with financial assistance and practical opportunities to increase skills and knowledge in their respective fields; and
2. To provide mature work assistance to appropriate programs and offices within the University while giving graduate programs a tool with which to attract strong students to Gardner-Webb.

**Policies for Assistantships**

1. Applications for assistantships may be obtained from and submitted to the Office of the Associate Provost for Professional and Graduate Studies.

2. Awards are available for the academic year and the summer term to those students carrying a full-time academic course load. They are renewable for up to three years. Decisions to renew are made annually by each graduate assistant's direct supervisor.
3. Each department will select the individual recipients of the awards and be responsible for assigning work duties. Graduate assistants may not be assigned additional assistantship duties by any other department of the University.
4. Recipients of fellowships and/or scholarships may also receive assistantships.
5. Individual assistantship contracts must be re-evaluated yearly.
6. Service related to assistantships should follow the academic schedule and may not exceed 20 hours per week.
7. Outside employment must not interfere with performance of duties of the graduate assistantships and may be a factor in hiring decisions.

**Federal Direct Stafford Loan**

Low-interest loans may be available for eligible students who are enrolled at least half-time. Students make no payment while enrolled at least half-time or 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 Office of Financial Planning at 704-406-4243.

**Graduate Resident Director Positions**

Residence Life employs graduate students to be responsible for the daily operations of a residential area on campus. Compensation includes housing with utilities, a meal plan, a free staff parking permit, and a modest stipend. More information is available by calling 704-406-4300.

**Expenses**

**Tuition for the 2021-2022 Academic Year**

|                    |          |
|--------------------|----------|
| Master of Divinity | \$505/hr |
| Doctor of Ministry | \$556/hr |

**Miscellaneous Fees**

|  |          |
|--|----------|
| Application Fee                                  | \$40.00  |
| Audit Fee (Per Course)                           | \$225.00 |
| Auto Registration (Per Year)                     | \$50.00  |
| Credit By Exam Credit (Per Credit Hour)          | \$150.00 |
| Digital Learning Fee (Per Semester)              | \$75.00  |
| Graduation Fee                                   | \$150.00 |
| Late Graduation Fee                              | \$50.00  |
| MDiv Digital Library Resource Fee (one-time fee) | \$375.00 |
| Non-Sufficient Funds/Returned Check              | \$25.00  |
| Replacement Student I.D. Card                    | \$10.00  |
| Student Activities Fee (Per Semester)            | \$20.00  |
| Transcript Fee (Per Copy)                        | \$15.00  |
| Tuition Late Payment Fee                         | \$60.00  |
| Tuition Non-Payment Fee                          | \$110.00 |

The above fees are typical with enrollment in the School of Divinity. Fees are subject to change and additional fees may be assessed as required under certain policies. Unless otherwise explicitly stated, fees paid to the University are not refundable.

### Miscellaneous Academic Fees

Depending on the program of study and courses taken, students should expect to see course-specific fees ranging from \$65 to \$390. Multiple fees may apply to individual courses. Fees are used to cover direct expenditures associated with a course requirement (e.g., database licenses, thesis review, etc.) as well as indirect expenses associated with a particular course.

### Veterans Benefits

An individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill Benefits, is permitted to attend or participate in a course of study during the period beginning on the date the individual provides to the educational institution a VA certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the following date, whichever comes first.

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Gardner-Webb University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities due to a delay in VA funding disbursement under Chapter 31 or 33. Likewise, a student is not required to borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

### Charge Reduction Policy

Registration in the University is considered a contract binding the student for charges for the entire semester, and the student remains responsible for tuition and fees for any course(s) from which the student has withdrawn. However, it is the policy of Gardner-Webb University to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. The Complete Withdrawal Form should be completed electronically and may be accessed through WebbConnect. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

For purposes of interpreting this policy, the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester. Students who withdraw from individual classes after the schedule modification period will not receive a charge reduction.

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 Office of Financial Planning for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

### Delinquent Student Accounts

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

### Deferred Payment Plan

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

### **Clinical Pastoral Education (CPE)**

Payment to accredited providers of CPE is the responsibility of the student. This payment is to be made through the Gardner-Webb University Student Accounts Office. Registration for course credit for DSPC 200 Clinical Pastoral Education and DSPC 201 Clinical Pastoral Education in the Parish is through the School of Divinity.

## **Degree Programs**

### **Master's Programs**

#### **Master of Divinity Admissions**

#### **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 Director 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; and
- vocational clarity and commitment.

##### **Procedure for Admission**

1. Request application materials from the Office of Graduate Admissions, or go to: <https://gardner-webb.edu/apply/apply-graduate/apply-graduate-divinity/>.
2. Submit a completed Application for Admission with a 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, including an academic reference, a ministerial reference, and a personal reference. These recommendations should be submitted on the reference forms provided by the Director of Admissions for the School of Divinity.
5. Submit a completed Church Approval Form. The completed 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 resubmit 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; or

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 coursework;

Restrict the number of hours taken during the first semester;

Take required remedial coursework; and/or

Take 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.

#### **Non-Degree/Transient/Other**

Individuals who wish to take courses for credit but who do not choose to pursue a degree may apply for Non-Degree Status.

##### **Applicants for Non-Degree Status**

Non-Degree status may be granted for only one semester. Individuals accepted as Non-Degree students must pay full tuition. Both grades and credit will be recorded on the student's transcript.

Students seeking "Non-Degree 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 four 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 their academic advisor;
2. secure written approval from the Dean or the Associate Dean of the School of Divinity; and
3. return written approvals to their academic advisor and complete the registration process specific to the program in which they are 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 per-course fee; and
4. meet requirements for auditors established by the instructor 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 (MDiv/MBA, MDiv/MA) in which they are working on the non-MDiv 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.

## **Master of Divinity**

|                       |    |
|-----------------------|----|
| MDIV CORE COURSES     | 51 |
| CONCENTRATION COURSES | 27 |
| TOTAL PROGRAM HOURS   | 78 |

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 (MDiv) in six concentrations, each sharing a common 51-hour core comprised of biblical studies, historical/theological studies, spiritual formation, and ministry studies. Beyond the core, students may choose, by means of a 27-hour concentration, to earn the MDiv degree with a concentration in Pastoral Studies, Biblical Studies, Spiritual Formation/Christian Education, Pastoral Care and Counseling, Missiology, or Intercultural Studies.

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 MDiv "Program Objectives" is the guiding document around which the curriculum is built.

**Core Curriculum (51 Hours)**

The MDiv 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 who 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.

**Biblical (18 hours)**

|          |                                      |   |
|----------|--------------------------------------|---|
| DSOT 100 | Introduction to the Old Testament I  | 3 |
| DSOT 101 | Introduction to the Old Testament II | 3 |
| DSNT 100 | Introduction to the New Testament I  | 3 |
| DSNT 101 | Introduction to the New Testament II | 3 |
| DSGK 100 | Greek I                              | 3 |
| DSHB 100 | Hebrew I                             | 3 |

**Historical/Theological (9 hours)**

|          |   |   |
|----------|---|---|
| DSTH 200 | Introduction to Christian History and Theology I  | 3 |
| DSTH 201 | Introduction to Christian History and Theology II | 3 |
|          | Any Historical or Theological Elective            | 3 |

**Spiritual Formation (9 hours)**

|          |  |   |
|----------|--|---|
| DSSF 100 | Introduction to Theological Education for Ministry | 3 |
| DSSF 200 | Spiritual Formation: The Christian Journey         | 3 |
| DSSF 300 | Theological Integration Capstone Seminar           | 3 |

*Chapel/Formations/Mentor Conferences*

*DSSF 100 should be taken during the first year of study.*

**Ministry (15 hours)**

|          |   |   |
|----------|---|---|
| DSCE 115 | Administration and Leadership in the Church | 3 |
|----------|---|---|

|          |   |   |
|----------|---|---|
| DSPC 100 | Introduction to Pastoral Care and Counseling  | 3 |
| DSMS 310 | Mission in Biblical-Theological Perspectives  | 3 |
| DSIS 310 | OR<br>Transformational Movements in the Texts | 3 |
| DSET 100 | Christian Ethics                              | 3 |
| DSMN 201 | Worship through Proclamation                  | 3 |

**Concentrations (27 hours)**

Beyond the 51-hour core, students must choose one of six concentrations, each requiring a further 27 hours: Pastoral Studies, Biblical Studies, Spiritual Formation/Christian Education, Pastoral Care and Counseling, Missiology, or Intercultural Studies. Instead of a concentration the student may pursue one of four dual-degree programs: the MDiv/MBA, the MDiv/MA in English, the MDiv/MA in Clinical Mental Health Counseling, or the MDiv/MA in Religion.

**Pastoral Studies**

The Pastoral Studies concentration, designed primarily, though not exclusively, with a view toward pastoral ministries (pastor, associate pastor, etc.) extends the basic MDiv 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.

**Student Learning Outcomes**

A student completing the Pastoral Studies concentration will:

1. Demonstrate a thorough understanding of the Bible;
2. Distinguish and assess the various significant theological positions taken by the church throughout the church's history;
3. Integrate the knowledge of biblical languages into the biblical hermeneutical process;
4. Apply the meaning of biblical texts to situations faced in church ministry through preaching, teaching, and pastoral counseling;
5. Demonstrate appropriate pastoral care skills and pastoral ethics and the ability to apply them to a local church ministry setting.

|          |                                  |   |
|----------|----------------------------------|---|
| DSGK 101 | Greek II                         | 3 |
| DSHB 101 | Hebrew II                        | 3 |
| DSMN 100 | Life and Work of the Minister    | 3 |
|          | Biblical electives               | 6 |
|          | Historical/Theological Electives | 6 |
|          | Practical Ministry electives     | 6 |

**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.

**Student Learning Outcomes**

A student completing the Biblical Studies concentration will:

1. Identify, examine, and evaluate both their own theological and interpretive assumptions about biblical texts and other historical and current interpretive possibilities, integrating them into exegetical work with biblical texts;
2. Articulate and implement biblical, theological, and philosophical bases for teaching and learning in the church and academy, and apply them by constructing syllabi, learning plans, learning goals, activities, and assessments that implement appropriate teaching methodologies;
3. Demonstrate intermediate level mastery of vocabulary, grammar, and syntax of the biblical languages, especially the ability to distinguish the varied meanings of words in their specific contexts; and
4. Demonstrate the ability to manage ideas, to articulate and evaluate titles and theses, to structure research, to give, receive, and assess critical feedback, and to present and revise writing projects in order to achieve a highly polished writing sample for use beyond the requirements of the course.

|          |                                     |   |
|----------|-------------------------------------|---|
| DSNT 414 | Biblical Hermeneutics               | 3 |
| DSCE 105 | Teaching and Learning in the Church | 3 |

**Biblical Languages**

|          |                             |    |
|----------|-----------------------------|----|
| DSHB 101 | Hebrew II                   | 3  |
| DSGK 101 | Greek II                    | 3  |
|          | Biblical Studies electives* | 15 |

*\*Students in the Biblical Studies concentration must also take at least one Hebrew or Greek exegetical elective as part of their 15 hours of electives.*

**Spiritual Formation/Christian Education**

The Spiritual Formation/Christian Education concentration offers specialized training for those entering the field. Through this study, one acquires an overview of spiritual formation for age-group work, tools in designing a church's curriculum, and principles in organizing a church for mission and ministry.

**Student Learning Outcomes**

A student completing the Spiritual Formation/Christian Education concentration will:

1. Be able to design instruction for education and formation that is age-appropriate, interactive, and easily assessed for continuous growth and development;
2. Articulate a philosophy of teaching and ministry; and
3. Identify ways to engage people in volunteerism and/or any leadership endeavor.

**Spiritual Formation/Christian Education Concentration**

**Required Courses**

|          |   |   |
|----------|---|---|
| DSCE 105 | Teaching and Learning in the Church       | 3 |
| DSCE 110 | Foundations for Discipleship and Ministry | 3 |
| DSCE 310 | Leadership with Volunteers                | 3 |

**Required Electives**

Choose one of the following.

|          |                          |   |
|----------|--------------------------|---|
| DSCE 200 | Youth Ministry           | 3 |
| DSCE 206 | Childhood Ministry       | 3 |
| DSCE 211 | College Student Ministry | 3 |

**Electives**

Choose two of the following.

|          |  |   |
|----------|--|---|
| DSSF 201 | Readings in Spiritual Classics                             | 3 |
| DSSF 202 | Creating Spiritual Formation Curricula                     | 3 |
| DSCE 451 | Writing for Publication Seminar                            | 3 |
| DSMN 100 | Life and Work of the Minister                              | 3 |
| DSCE 400 | Congregational Health Through Formation Practicum          | 6 |
| DSCE 401 | Selected Topics in Spiritual Formation/Christian Education | 3 |

**Electives**

|  |   |
|--|---|
| Additional nine credits (three courses) from any concentration | 9 |
|--|---|

**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 caregiver, whether in a parish setting or in an institutional setting. The program gives attention both to theory and to clinical experience under supervision.

**Student Learning Outcomes**

A student completing the Pastoral Care and Counseling concentration will:

1. Be able to demonstrate, acknowledge, and articulate the theories of Pastoral Care and Counseling and ways to integrate those with biblical and theological foundations;
2. Be able to dialogue in a multidisciplinary way, employing both clinical and biblical principles, through reflective listening, assessment, evaluation, and the use of holistic and healthy resources in order to provide appropriate intervention for those to whom he/she ministers; and
3. Demonstrate an understanding of the Theology of Care and Counseling as a vital part of the mission of the church by caring for individuals, families, and different pastoral settings, e.g., churches, communities, hospitals, etc.

DSPC 200 Clinical Pastoral Education 3-6

OR

DSPC 201 Clinical Pastoral Education in the Parish 3

AND

DSPC 204 Interpersonal Relationships in Ministry 3

OR

DSPC 400 Pastoral Care and Counseling Practicum 3

AND

DSPC 204 Interpersonal Relationships in Ministry 3

DSPC 115 Pastoral Care of Families 3

DSPC 120 Crisis Intervention in Pastoral Care 3

DSPC 125 Grief, Loss, Death, and Dying 3

DSPC 110 Pastoral Theology 3

DSPC 405 Health and Spirituality 3

General electives selected from the School of Divinity Catalog 6

*DSPC 200: one unit of CPE is six credit hours; one-half unit of CPE is three credit hours. Six hours of CPE are required for this concentration.*

### 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.

### Student Learning Outcomes

A student completing the Missiology concentration will:

1. Articulate a coherent biblical theology of the mission of God and the missions of God's people;
2. Develop competence in managing resources and technology for effective missions education and intercultural engagement;
3. Improve cultural intelligence (CQ) through mission immersion experience and intercultural exposure; and
4. Cultivate a missional mindset as transformational leaders.

#### One of the following courses.

|          |   |   |
|----------|---|---|
| DSMS 302 | Urban Missiology                              | 3 |
| DSMS 305 | Diaspora Missions for Intercultural Diversity | 3 |

#### Each of the following courses.

|          |   |   |
|----------|---|---|
| DSMS 311 | Mission in Historical-Contemporary Perspectives | 3 |
| DSMS 200 | World Religions                                 | 3 |
| DSMS 300 | Evangelism and Discipleship                     | 3 |
| DSMS 301 | Church Planting and Development                 | 3 |
| DSMS 303 | Cultural Anthropology for Church ministry       | 3 |

#### One of the following courses.

|          |                       |   |
|----------|-----------------------|---|
| DSMS 400 | Missions Case Studies | 3 |
| DSMS 400 | Missions Case Studies | 3 |

#### General Electives

|  |   |
|--|---|
| General electives selected from the School of Divinity Catalog | 6 |
|--|---|

### 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.

### Student Learning Outcomes

A student completing the Intercultural Studies concentration will:

1. Articulate a coherent biblical theology of the mission of God and the missions of God's people;
2. Develop competence in managing resources and technology for effective intercultural education and engagement;
3. Improve cultural intelligence (CQ) through immersion experience and intercultural exposure; and
4. Cultivate a missional mindset as transformational leaders.

**One of the following courses.**

|          |                  |   |
|----------|------------------|---|
| DSIS 302 | Urban Studies    | 3 |
| DSIS 305 | Diaspora Studies | 3 |

**Each of the following courses.**

|          |  |   |
|----------|--|---|
| DSIS 200 | Worldview Studies  | 3 |
| DSIS 311 | Transformational Movements<br>in Historical-Contemporary<br>Perspectives   | 3 |
| DSIS 300 | Transformational Leadership  | 3 |
| DSIS 301 | Community Organizing and<br>Development  | 3 |
| DSIS 303 | Cultural Anthropology  | 3 |
| DSIS 400 | ICS Case Studies,<br>Ethnographic Research,<br>Applied Linguistics<br>General electives selected<br>from the School of Divinity<br>Catalog | 6 |

**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 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 three core spiritual formations courses: DSSF 100 Introduction to Theological Education for Ministry, DSSF 200 Spiritual Formation: The Christian Journey, and DSSF 300 Theological Integration Capstone Seminar. 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 (or by the instructor of any DSSF 100, 200, or 300 evening class) in conjunction with all spiritual formation classes. As the name Formations suggests, relevant issues of ministerial formation are addressed, such as integrity, stress, worship, ministerial identity, spiritual discipline, and intercultural competence.

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 for the student's three Mentor Conferences and the conferences at the conclusion of the student's two Supervised Ministry Experiences. 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**

During two semesters of his/her MDiv degree program, each student will participate in an approved Supervised Ministry Experience (SME), serving 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.

Students will engage in a Supervised Ministry Experience during the semester the student is enrolled in DSSF 200 Spiritual Formation: The Christian Journey and again when enrolled in DSSF 300 Theological Integration Capstone Seminar. In both of these SME's each student will serve a minimum of ten 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.

Total Credit Hours: 78

**Dual-degree Programs**

**Introduction**

The School of Divinity offers four dual-degrees: the MDiv/MBA, MDiv/MA in Mental Health Counseling, the MDiv/MA in English, and the MDiv/MA 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 School of Divinity and will be awarded the dual-degrees upon completion of the requirements for both degrees.

Candidates for the dual-degree must complete the requirements for both degrees prior to graduation. Should a student opt not to pursue one of the degrees before completion, he or she will be responsible for paying any difference in the per-course rate(s) actually charged based on pursuing the dual-degree and the rate(s) which would have been charged for courses applied toward the selected degree. The student will also be responsible for repaying any scholarships or grants received based on pursuing a dual-degree which the student would not have been eligible for based on the selected degree. Additional financial obligations must be satisfied before the student can be awarded the selected degree. In no case will the University refund money when a student opts out of a dual-degree program.

Dual-degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual-degree.

## Master of Divinity/Master of Business Administration

|                     |           |
|---------------------|-----------|
| MDIV HOURS          | 63        |
| MBA HOURS           | <u>30</u> |
| TOTAL PROGRAM HOURS | 93        |

The MDiv/MBA program is designed to enhance the administrative skills and expertise of ministers by permitting them to earn a second degree, the MBA, instead of the usual MDiv 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.

An undergraduate business degree is not required for admission to the Master of Business Administration program, but specific prerequisite course material is required. A minimum grade of "C" is required for all prerequisites. The following general business prerequisites are required.

Accounting Principles I  
Accounting Principles II  
Principles of Finance  
Microeconomics  
Macroeconomics  
Principles of Marketing  
Information Systems or Excel proficiency

Business Statistics  
Management Science

### Student Learning Outcomes

A student completing the dual-degree Master of Divinity/Master of Business Administration will:

1. Develop skills in administrative leadership, budgeting, and personnel management;
2. Be able to fund bi-vocational ministry; and
3. Develop skills as an entrepreneur.

### Program Requirements

#### Foundation Courses (3-9 hours)

These courses are offered to satisfy some or all required prerequisites.

|          |   |   |
|----------|---|---|
| BADM 501 | Foundations of Accounting and Finance                     | 3 |
| BADM 502 | Foundations of Marketing and Economics                    | 3 |
| BADM 503 | Foundations of Management Science and Statistical Methods | 3 |

#### MBA Requirements (30 hours)

|          |   |   |
|----------|---|---|
| ACCT 600 | Managerial Accounting                         | 3 |
| BADM 610 | Managerial Economics                          | 3 |
| BADM 620 | Managerial Finance                            | 3 |
| BADM 625 | Marketing Management                          | 3 |
| BADM 630 | Organizational Behavior                       | 3 |
| BADM 633 | Entrepreneurial Management                    | 3 |
| BADM 635 | Production Research and Operations Management | 3 |
| BADM 640 | Business Law and Ethics                       | 3 |
| INTL 650 | International Business                        | 3 |
| BADM 690 | Strategic Management (MBA Capstone Course)    | 3 |

#### MDiv Requirements (63 hours)

|                                  |    |
|----------------------------------|----|
| Biblical Studies electives       | 6  |
| Historical/Theological Electives | 3  |
| Practical Ministry electives     | 3  |
| MDiv Core                        | 51 |

Total Credit Hours: 93

### Master of Divinity/Master of Arts in Clinical Mental Health Counseling

|   |           |
|---|-----------|
| MDIV HOURS                              | 51        |
| CLINICAL MENTAL HEALTH COUNSELING HOURS | <u>60</u> |
| TOTAL PROGRAM HOURS                     | 111       |

The MDiv/MA in Clinical 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 51 hours of core courses in the School of Divinity (for School of Divinity core requirements see the MDiv core here (p. 330)) and 60 hours in the School of Psychological Science and Counselor Education. The School of Psychological Science and Counselor Education portion of the degree includes a Theoretical Component of six hours, a Professional Component of 21 hours, three hours of which is the capstone experience and is taken the last semester the student is enrolled in the program, a Skill Component of 24 hours, of which six hours are electives, and an Applied Component of nine hours, of which three hours are the Practicum and six hours are required Internship in Clinical Mental Health Counseling.

#### Student Learning Outcomes

A student completing the dual-degree Master of Divinity/Master of Arts in Clinical Mental Health Counseling will:

1. Be able to integrate theological concepts with the clinical aspect of Mental Health Counseling; and
2. Be prepared to achieve licensure as a professional counselor so as to function bi-vocationally in a nontraditional ministry setting.

#### Program Requirements

##### Master of Divinity/Master of Arts in Clinical Mental Health Counseling Required Courses

|          |  |   |
|----------|--|---|
| CEDU 601 | Counseling Theories and Techniques I       | 3 |
| CEDU 602 | Counseling Theories and Techniques II      | 3 |
| CEDU 605 | Advanced Human Growth and Development      | 3 |
| CEDU 616 | Methods of Assessment and Evaluation       | 3 |
| CEDU 620 | Methods of Research and Program Evaluation | 3 |
| CEDU 621 | Crisis Intervention Counseling             | 3 |

|          |  |   |
|----------|--|---|
| CEDU 625 | Group Counseling   | 3 |
| CEDU 635 | Advanced Psychopathology   | 3 |
| CEDU 640 | The Counselor as Professional, Practitioner, and Consultant      | 3 |
| CEDU 655 | Psychodiagnostics and Treatment Planning                         | 3 |
| CEDU 645 | Career Development: Theory and Practice                          | 3 |
| CEDU 650 | Legal, Ethical, and Professional Issues in Counseling            | 3 |
| CEDU 660 | Substance Use Disorders Counseling                               | 3 |
| CEDU 665 | Multicultural Counseling   | 3 |
| CEDU 670 | Practicum in Clinical Mental Health Counseling                   | 3 |
| CEDU 690 | Internship in Clinical Mental Health Counseling                  | 3 |
| CEDU 691 | Internship in Clinical Mental Health Counseling                  | 3 |
| CEDU 699 | Professional Development of the Clinical Mental Health Counselor | 3 |
|          | Elective*  | 3 |
|          | Elective*  | 3 |

\*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 as electives: CEDU 646, DSPC 115, CEDU 647, DSPC 125, CEDU 667.

Total Credit Hours: 111

### Master of Divinity/Master of Arts in English

|                     |           |
|---------------------|-----------|
| MDIV HOURS          | 66        |
| MA ENGLISH HOURS    | <u>30</u> |
| TOTAL PROGRAM HOURS | 96        |

The MDiv/MA in English degree is designed to strengthen Divinity students' literary skills by permitting them to earn a second degree, the MA, instead of the usual MDiv 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 MDiv/MA in English is housed in the School of Divinity and requires completion of the following MDiv courses: the 51-hour core (see MDiv core requirements (p. 330)), six hours of biblical studies electives, six hours of historical/theological electives, and three hours of practical ministry electives. In addition, 30 hours in the English department are required for the MA in English.

### Student Learning Outcomes

A student completing the dual-degree Master of Divinity/Master of Arts in English will:

1. Demonstrate advanced communication skills;
2. Be able to develop curricular resources for the life of the church;
3. Be prepared to function as a bi-vocational minister.

### Program Requirements

#### Required Common Core Courses for all Concentrations (9 hours)

|          |   |   |
|----------|---|---|
| ENGL 501 | An Introduction to Graduate English Studies | 3 |
| ENGL 671 | Literary Theory                             | 3 |
| ENGL 683 | Teaching of Writing                         | 3 |

*All concentrations will be required to complete a capstone project.*

#### Literature Studies Required Courses (21 hours)

|          |  |    |
|----------|--|----|
| ENGL 690 | Literature Studies Proposal                                  | 3  |
| ENGL 691 | Literature Studies Capstone                                  | 3  |
|          | 5 ENGL electives, four of which must be literature electives | 15 |

#### Literature studies electives

From the list below: 1) At least one pre-1800 literature course and one post-1800 literature course should be taken. 2) At least one course each of American, British, and World Literature should be taken.

|          |   |     |
|----------|---|-----|
| ENGL 555 | Special Topics  | 1-3 |
| ENGL 611 | Seminar in British Literature                                     | 3   |
| ENGL 612 | Selected British Texts - Medieval Period                          | 3   |
| ENGL 613 | Shakespeare   | 3   |
| ENGL 614 | Selected British Writers (Non-Shakespearean) - Renaissance Period | 3   |
| ENGL 615 | Selected British Writers - The Long Eighteenth Century            | 3   |

|          |   |   |
|----------|---|---|
| ENGL 616 | Selected British Writers - Romantic Period  | 3 |
| ENGL 617 | Selected British Writers - Victorian Period | 3 |
| ENGL 631 | Seminar in American Literature              | 3 |
| ENGL 634 | African-American Literature                 | 3 |
| ENGL 651 | Seminar in Global Literature                | 3 |
| ENGL 654 | Mythology                                   | 3 |
| ENGL 657 | Caribbean Literature                        | 3 |
| ENGL 659 | Literature and Colonization                 | 3 |
| ENGL 671 | Literary Theory                             | 3 |
| ENGL 673 | Contemporary Trends in Literature           | 3 |
| ENGL 675 | Young Adult Literature                      | 3 |

#### Writing Studies Courses (21 hours)

|          |   |    |
|----------|---|----|
| ENGL 629 | Seminar in New Media Studies                                  | 3  |
| ENGL 692 | Writing Studies Proposal                                      | 3  |
| ENGL 693 | Writing Studies Capstone                                      | 3  |
|          | Four ENGL electives, three of which must be writing electives | 12 |

#### Writing Studies Electives

|          |                                      |   |
|----------|--------------------------------------|---|
| ENGL 621 | Technology and Literacy              | 3 |
| ENGL 625 | Visual Rhetoric and Document Design  | 3 |
| ENGL 661 | Professional and Technical Writing   | 3 |
| ENGL 665 | Principles of Editing and Publishing | 3 |
| ENGL 669 | Seminar in Rhetoric                  | 3 |

#### English Education Courses (21 hours)

|          |   |   |
|----------|---|---|
| ENGL 681 | Seminar in Current Issues and Methods of Teaching English | 3 |
| ENGL 675 | Young Adult Literature                                    | 3 |
| ENGL 694 | English Education Proposal                                | 3 |
| ENGL 695 | English Education Capstone                                | 3 |
|          | Three electives from Literature or Writing Studies        | 9 |

Total Credit Hours: 96

## Master of Divinity/Master of Arts in Religion

|                     |           |
|---------------------|-----------|
| MDiv HOURS          | 63        |
| MA RELIGION HOURS   | <u>36</u> |
| TOTAL PROGRAM HOURS | 99        |

The MDiv/MA in Religion is designed to provide Divinity students with advanced research skills by permitting them to earn a second degree, the MA in Religion. This degree provides students with options for a broadened and deepened study of the biblical languages or other concentrations in consultation with the student's advisor. Within the MA in Religion, the completion of a thesis is required.

The MDiv/MA in Religion is housed in the School of Divinity. The MDiv/MA in Religion requires completion of 63 hours of MDiv courses, including the 51-hour MDiv core (see MDiv core requirements (p. 329)), six hours of biblical studies electives, three hours of historical/theological studies electives, and three hours of practical ministry electives, and the 36-hour MA in Religion for a total of 99 hours.

Dual-degree students must apply to the Gayle Bolt Price School of Graduate Studies as well as to the School of Divinity, following the admission requirements of the respective programs, and be accepted to each in order to pursue both degrees. Also, when academic policies and standards differ between the two schools (e.g., grades required for maintaining good academic standing and for graduation), the policies and standards of the appropriate school apply to the respective portion of the dual-degree. Students must also meet all requirements established by the departments/schools involved for taking courses outside of the Department of Religious Studies and Philosophy.

### Student Learning Outcomes

A student completing the dual-degree Master of Divinity/Master of Arts in Religion will demonstrate:

1. Research and writing skills essential for scholars in the field of religious studies;
2. An understanding of the classical and modern theories, and current research in the field of religious studies; and
3. Proficiency in expressing scholarly ideas through a written thesis.

### Admission Requirements

Application for admission to the Master of Arts in Religion program is made through the Gardner-Webb University Office of Graduate Admissions. The following criteria will be used for consideration acceptance:

1. Minimum GPA of 2.7;
2. GRE or MAT Scores;
3. Research Writing Sample;
4. Official Transcripts;
5. Three Professional References; and
6. Admission Interview.

Applicants for admission to the Master of Arts in Religion Program with a concentration in Biblical Studies/Languages will be required to demonstrate proficiency in Greek and Hebrew.

### Purpose

The purpose of the program is the academic (rather than parish ministry) study of religion in order to prepare students for one or more of the following possibilities:

1. Meeting PhD entrance requirements;
2. College teaching on the freshman and sophomore levels; and/or
3. Teaching in private schools.

### Course Requirements

#### A. Common Core (18 Credit Hours)

|          |                                 |   |
|----------|---------------------------------|---|
| RELI 600 | Research Seminar                | 3 |
| RELI 605 | Biblical Studies Seminar        | 3 |
| RELI 640 | Theological Studies Seminar     | 3 |
| RELI 660 | World Religions Seminar         | 3 |
| RELI 685 | Religious Instruction Seminar   | 3 |
| RELI 630 | Historical Studies Seminar      | 3 |
|          | OR                              |   |
| RELI 650 | Philosophy of Religion Seminar  | 3 |
|          | OR                              |   |
| RELI 670 | Psychology of Religion Seminar  | 3 |
|          | OR                              |   |
| RELI 680 | Literature and Religion Seminar | 3 |

#### B. Concentrations (12 hours)

Choose one of the following.

##### Religious Studies Concentration

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses offered by the Department of Religious Studies and Philosophy or the School of Divinity.

##### Biblical Studies/Languages within the Department

|          |                                  |   |
|----------|----------------------------------|---|
| RELI 610 | Advanced Hebrew Exegesis Seminar | 3 |
|----------|----------------------------------|---|

|          |                                 |   |
|----------|---------------------------------|---|
| RELI 620 | Advanced Greek Exegesis Seminar | 3 |
| RELI 615 | Old Testament Seminar           | 3 |
| RELI 625 | New Testament Seminar           | 3 |

### Out-of-Department Concentration

Students will construct a concentration consisting of four courses in consultation with their advisor, selecting from courses outside of the Department. Possibilities include (but are not limited to) the English Department and the School of Psychology.

### C. Research (6 Hours)

|          |        |   |
|----------|--------|---|
| RELI 695 | Thesis | 3 |
| RELI 695 | Thesis | 3 |

*RELI 695: first semester; RELI 695: second semester*

Total Credit Hours: 99

### Exit Criteria

In order to graduate, all students in the program must pass comprehensive written examinations on their MA coursework. Students must also pass a successful oral defense of their thesis.

## Doctoral Programs

The School of Divinity offers two Doctor of Ministry degrees:

The Doctor of Ministry in Christian Ministry is an advanced professional degree that immerses the minister in scholarship, focused faith formation, and the development of educational strategies needed to sustain a commitment to ministry as life-long learning. This concentration is multi-curricular, and empowers candidates to employ appropriate goal setting, biblical and theological engagement, and research capacities to lead in multiple ministry disciplines in service to the church and the Kingdom of God.

The Doctor of Ministry in Pastoral Care and Counseling is designed for persons who seek professional ministry preparation in the area of Pastoral Care and Counseling. The concentration is designed not only for persons in specialized settings, but also for those who wish to enhance pastoral care in parish ministry. The Doctor of Ministry in Pastoral Care and Counseling differs only from the Doctor of Ministry in Christian Ministry program in that instruction in biblical hermeneutics occurs in the context of one of the standard seminars in the Pastoral Care and Counseling concentration.

The Doctor of Ministry 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 ensure 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 DMin 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 DMin 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 DMin program is responsible for the day-to-day administration of the program, and the DMin office is the primary communication portal for current candidates and prospective candidates.

### Components of the Program

The DMin 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. In the Christian ministry track, DSDM 501, The Ministry as Life-long Learning, is a prerequisite for all subsequent seminars; in addition, DSDM 510, The Ministry of Biblical Interpretation, is required of all students. In the pastoral care track, DSDM 560 is the prerequisite for all subsequent seminars. All seminars have some aspect of ministry as their primary focal point.

### Supervision

Each DMin candidate will complete a minimum of two semesters of Peer Learning Supervision (six hours) 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 DMin 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 six hours; students who do not complete the project in two semesters must register for DSDM 593 each semester until completion).

### Program Objectives

The DMin 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:

1. understand ministry as a commitment to life-long learning, and to develop appropriate educational strategies within the ministry setting to realize that commitment;
2. develop an appropriate biblical hermeneutic which incorporates both Old and New Testament studies and fosters meaningful biblical and theological reflection;
3. 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; and
4. 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.

### Student Learning Outcomes

A student completing the Doctor of Ministry will:

1. Demonstrate life-long learning skills;
2. Demonstrate appropriate biblical and exegetical skills;
3. Develop an appreciation for the global context of ministry; and
4. Design, implement, write, and assess an original ministry project.

### Admission Policies

DMin 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. 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 academic, one must be ministerial, and one must be personal.);
4. Church recommendation form (must be filed before beginning first semester);
5. Immunization history (must meet North Carolina's immunization standards); and
6. 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 of 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 DMin will enrich his/her ministry; and
6. Personal Interview  
In some cases, applicants will be asked to visit with the DMin Admissions Committee for a personal interview. At this interview the applicant will be given the opportunity to share his/her understanding of ministry and the DMin. Based on the applicant's submitted materials, the DMin Admissions Committee will dialogue with the applicant to assess his/her readiness for DMin 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 Office of Graduate 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(ies) that occur after the Criminal Record Check has been submitted must be reported immediately to the Office of Graduate 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 DMin Admissions Committee may request an applicant take this test to evaluate more fully his/her readiness for DMin studies.

**Miller Analogies Test:** Although not required of all applicants, the DMin Admissions Committee may request an applicant take this test to evaluate his/her readiness for DMin 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 DMin Admissions Committee, consisting of the Dean or the Associate Dean of the School of Divinity, the Director of the DMin program, and the Director of Admissions of the School of Divinity, will meet concerning each applicant. His/her readiness for DMin 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 admission criteria as listed above by sending all information to the Director of Admissions by April 14 prior to Fall matriculation. This ensures consideration for acceptance into the program. Applications may also be submitted for admission in Spring or Summer terms. Contact the Director of Admissions for appropriate application deadlines.
2. Completed applications received after April 1 are NOT guaranteed consideration for the program.

#### Mailing Address

Office of Graduate Admissions  
Gardner-Webb University School of Divinity  
Campus Box 7308  
Boiling Springs, NC 28017

#### Notification of Admission

Candidates for the DMin program will be notified of their admission status on or before May 15 prior to Fall matriculation. Because of the confidential nature of some items of information required for admission, the University reserves the right to reject any application without stating a reason.

#### Academic Policies

##### Orientation

Orientation to the School of Divinity, and the degree program, is required of all candidates and is a component of the first DMin seminar, The Ministry as Life-Long Learning.

##### Transfer of Credit

Eight (8) hours of doctoral-level coursework can be transferred into the DMin program from another ATS-accredited institution upon the approval of the DMin Director. This work can be completed prior to entering the DMin program or while in the DMin program. If a candidate plans to study at another institution during his/her course of study, he/she should seek the approval of the DMin Director prior to matriculation at any other institution. Transfer of credit is not guaranteed.

##### Full-Time Status

All students enrolled in the DMin program whose files are active are considered “full-time” students. The minimum hour requirement to maintain full-time status is three hours. There is no “part-time” status in the DMin program.

##### Interrupted Status

In special cases a candidate can petition the DMin 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 DMin 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 DMin program. Upon request for an appeal of suspension, the DMin Director will schedule a time for the DMin 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 DMin Admissions (Appeals) Committee is final.

#### **Appeals Committee**

The DMin Admissions Committee, composed of the Dean or Associate Dean (either of whom serves as chair), Director of the DMin program, and a faculty representative, will act as a suspension appeals committee.

#### **Incomplete Work**

A candidate can request an incomplete from an instructor. The instructor 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 Clinical Pastoral Education (CPE) (which may be substituted for the second semester of Peer Learning Supervision) will be granted when the Director of the DMin 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 DMin 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; and
3. Certification of Self-Directed Supervision will be granted by the DMin Director upon the recommendation of the Faculty Advisor during the project phase of the DMin program. The criteria for satisfactory performance is the candidate's ability to manage his/her time effectively and follow his/her self-imposed timeline 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 DMin Director. Upon appeal, the DMin Director will meet with the candidate, Field Supervisor, and others serving in a supervisory capacity with regard to the student as deemed appropriate. The candidate will be allowed to make his/her appeal to these individuals. The candidate will be notified within one week of the Director's decision, which is final.

#### **Academic Honesty**

All work submitted by candidates in each course is presumed to be the candidate's own. Cheating, plagiarism, or any other expression of dishonesty will be subject to the University's policy on academic dishonesty (see Traditional Undergraduate Student Handbook).

#### **Application for Graduation**

A candidate for the DMin degree usually makes application for graduation the fall before he/she anticipates graduating in the spring. The application for graduation will be filed with Registrar Services 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 DMin 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 DMin Director. The candidate is required to pay extension fees for every Fall and Spring semester beyond the Spring semester of the third year.

#### **Degree Requirements**

|   |                 |
|---|-----------------|
| Seminars (1@ 2 Credit Hours, 4 @ 4 Credit Hours each) | 18 Credit Hours |
| Supervision (2 semesters @ 3 Credit Hours each)       | 6 Credit Hours  |
| Ministry Project minimum                              | 6 Credit Hours  |
| Total Hours for DMin Degree                           | 30              |

*Students who do not complete the Ministry Project in two semesters (minimum six hours) must register for DSDM 593 Ministry Project Extension each semester until completion.*

# Traditional Undergraduate Course Descriptions

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## ACCT - Accounting

### ACCT 213 - Accounting Principles I (3)

An introduction to financial accounting, including accounting transactions, the accounting cycle, and financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations.

Offered: Fall and Spring.

### ACCT 214 - Accounting Principles II (3)

Continued coverage of financial accounting. Partnerships, corporations, debt, and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting, and variance analysis.

Prerequisite: ACCT 213 or permission of the instructor.

Offered: Fall and Spring.

### ACCT 313 - Intermediate Accounting I (3)

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets.

Prerequisite: ACCT 214 or permission of the instructor.

Offered: Fall.

### ACCT 314 - Intermediate Accounting II (3)

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity, and special treatment of leases, pensions, and tax. Financial reporting and analysis.

Prerequisite: ACCT 313 or permission of the instructor.

Offered: Spring.

### ACCT 315 - Cost Accounting (3)

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation.

Prerequisite: ACCT 214 or permission of the instructor.

Offered: Fall, even years.

### ACCT 370 - Governmental and Non-Profit Accounting (3)

An examination of the principles of governmental accounting and non-profit accounting to include classification of accounts, budgeting, and financial reporting for state and local governments and non-profit organizations.

Prerequisite: ACCT 214 or permission of the instructor.

Offered: As Needed.

### ACCT 400 - Accounting Information Systems (3)

A course designed to introduce the student to accounting systems design in a computer environment.

Prerequisite: ACCT 214 and CISS 300 or permission of the instructor. Offered: Spring.

### ACCT 411 - Advanced Business Law (3)

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities.

Prerequisite: BADM 300 or permission of the instructor.

Offered: As Needed.

### ACCT 425 - Federal Income Tax I (3)

Examines introductory federal income tax provisions and compliance from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA.

Prerequisite: ACCT 214 or permission of the instructor.

Offered: Fall, odd years.

### ACCT 426 - Federal Income Tax II (3)

Examines advanced federal income tax theory, planning, and research from a business entities perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA, emphasizing advanced entity, jurisdictional, tax accounting, and planning issues.

Prerequisite: ACCT 214 or permission of the instructor.

Offered: As Needed.

### ACCT 430 - Forensic Accounting (3)

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees, and other stakeholders to commit fraud against their organizations. It will cover prevention, detection, and investigative strategies for businesses, non-profit entities, and governmental functions.

Prerequisite: ACCT 213 and ACCT 214 or permission of the instructor. Offered: As Needed.

### ACCT 435 - Advanced Accounting (3)

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities.



Prerequisite: ACCT 314 or permission of the instructor.  
Offered: Fall.

### **ACCT 450 - Auditing (3)**

Principles, techniques, procedures, and legal responsibility of auditors.

Prerequisite: ACCT 314 or permission of the instructor.  
Offered: Spring.

### **ACCT 470 - CPA Practice Review (3)**

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and statements of the Financial Standards Board.

Prerequisite: Student must have senior status. Offered: As Needed.

### **ACCT 497 - Internship in Accounting (3)**

The internship is based in an accounting setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex accounting organization.

Prerequisite: Junior standing or department approval.  
Designations: PRE. Offered: As Needed.

## **ARTS - Art**

### **ARTS 120 - Art History I (3)**

A study of prehistoric, non-western, and European art from prehistoric up to the Renaissance, 1400 AD. The course will be conducted through slide lecture presentation. Required for art minor, art major, art education.

Designations: IL3. Offered: Fall.

### **ARTS 125 - Art History II (3)**

Contemporary artists. Review of Medieval Europe, Ottoman to Gothic. Focus on European Art and art of the 20th century worldwide. ARTS 120 recommended to be taken first.

Designations: WI3. Offered: Spring.

### **ARTS 140 - 19th Century Art History (3)**

The study of 19th century European, American, and World Art. Lecture and slide lecture on major artists, works of art, and styles of art that shaped the period. Covers 1776-1900. Students will supplement classroom study with museum field study.

Offered: Fall, Odd Years.

### **ARTS 145 - 20th Century Art History (3)**

Survey of 20th century European art, artists, and art movements that shaped the period. Students will study art within the cultural context of the time. Study of the prehistory of Modern art, Impressionism, Neo-impressionism, Post-impressionism. Painting and culture in America, European influence on American art.

Offered: Fall, Even Years.

### **ARTS 200 - Two Dimensional Design (3)**

Introduction to the elements and principles of design as relates to two-dimensional surface, graphics, printmaking, painting, and photography. Includes a study of color theory and practice. Required for art majors, minors.

Offered: Fall, Odd Years.

### **ARTS 210 - Drawing I (3)**

Introduction to the fundamentals of drawing in pencil, charcoal, and pen and ink. Emphasis on still life and landscape with an introduction to figure. Students will study techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation will incorporate the elements of design and the principles of organization into the composition of the page. Required for art majors, minors, and preference given.

Offered: Fall and Spring.

### **ARTS 220 - Three-Dimensional Design - Design II (3)**

Design II is an introduction to the elements and principles of design as relates to three-dimensional sculpture. Students receive an introduction to color in the applied arts, pottery, and sculpture. Introduction to the language of art and to the tools and techniques of working plastic media. Media used: plaster, clay, paper-mache, wire, foam. Required for art majors, minors, and preference given. ARTS 200 is recommended first.

Offered: Spring, Even Years.

### **ARTS 225 - Art Survey (3)**

Introduction to major artists and styles in the history of art; emphasis on appreciating art in its context and understanding the elements and principles of design. This is a survey class open to the entire student body.

Offered: Fall and Spring.

### **ARTS 250 - Ceramics I (3)**

Emphasis in the processes and techniques of hand-building in clay. Introduction to wheel-throwing, glazing, and firing methods including stoneware and Raku. Introduction to terms and vocabulary of ceramics and to ceramics history.

Offered: Fall and Spring.

**ARTS 260 - Painting I (3)**

Introduction to color theory and practice. This course is an overview; students will receive instruction in the use of a variety of techniques while working with acrylic, tempera, gouache, and watercolor. Lecture and slide examples from art history will supplement all practical experience. Required course activities include a field trip to a local museum and participation in the student art show at the end of the semester.

Prerequisite: ARTS 200 or ARTS 210. Offered: Fall.

**ARTS 280 - Printmaking I (3)**

Print class using the techniques of silkscreen and stencil printing. Emphasis on development of personal imagery, compositional development, and understanding of color. ARTS 210 or ARTS 200 recommended.

Offered: Spring.

**ARTS 290 - Sculpture I (3)**

Introduction to sculptural concepts and principles. Additive and subtractive processes using plaster, modeling clay, and wood. Attention to contemporary approach to sculpture and to artists working in the field. ARTS 210 or ARTS 220 recommended.

Offered: Fall, Even Years.

**ARTS 305 - Christianity and Art (3)**

Survey of major religious art works and their meaning and contemporary significance for the individual and the church. This course cannot be used by art majors for the Art History requirement.

Offered: Fall, Even Years.

**ARTS 306 - African American Art (3)**

The study of African American art from the late 18th century to the present, concentrating on the 20th century. Students will examine the development of African American art through analysis of the works, examination of political and social influences, and study of artists' biographies. Students will also participate in research projects, which will include writing and/or other application of knowledge.

Offered: As Needed.

**ARTS 322 - Drawing II (3)**

Continued study in drawing in pencil, charcoal, and pen and ink, with introduction to pastel, oil pastel, and non-traditional media. Emphasis on content and meaning in drawings. Development of drawing as a preliminary study for other media. Continued study in techniques of gesture, line, value, proportion, and perspective. Methods of drawing from observation incorporating the use of the elements of design and the principles of organization. Study of compositional style of major artists.

Prerequisite: ARTS 210. Offered: Spring.

**ARTS 323 - Drawing III (3)**

Development of an independent style in graphic media through continued studio practice. Wide exploration of drawing media. Emphasis on the development of content and meaning in students' work. Concentration on study of landscape and still life. Development of drawings as finished artistic statements. Development of student portfolio. Study and presentation and care of drawings. Study will be supplemented by field experiences to museums, galleries, and artists' studios.

Prerequisite: ARTS 210 and ARTS 322. Offered: Spring.

**ARTS 341 - Figure Drawing I (3)**

Study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides and field trips to museums/galleries to examine the work. Emphasis on proportional rendering of the figure and an understanding of the skeletal and musculature systems of the figure. Development of graphic skills. Required for art majors, minors.

Offered: Spring.

**ARTS 342 - Figure Drawing II (3)**

Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slide lecture; study trips to museums and galleries to examine work. Additional study on proportional rendering of the figure. Development of graphic skills. Required for students with a concentration in painting or drawing. Recommended for all art majors.

Prerequisite: ARTS 341. Offered: Fall.

**ARTS 343 - Figure Drawing III (3)**

Additional study of the figure through studio sessions with the model. Study of figure drawings of master artists through slides, field trips to museums, and galleries. Development of individual portfolio in figure drawing and documentation of the work. Required for a concentration in painting or drawing. Recommended for all art majors.

Offered: Fall.

**ARTS 344 - Figure Drawing IV (3)**

Additional study of the figure drawings of master artists through slides, field trips to museums, and galleries. Continued development of individual portfolio in figure drawing and documentation of the work. Emphasis on graphic development. Recommended for students with a concentration in painting or drawing. Recommended for all art majors.

Prerequisite: ARTS 343. Offered: Fall.

### **ARTS 352 - Ceramics II (3)**

Emphasis in the processes and techniques of wheel-throwing. Some assignments in hand-building and combining wheel and hand-building techniques. Various glazing and firing methods including stoneware and Raku. Continued study of terms and vocabulary of ceramics. Emphasis on current trends in ceramics.

Prerequisite: ARTS 250. Offered: Spring.

### **ARTS 353 - Ceramics III (3)**

This course is an intermediate course concerned with the development of skills and content in ceramic work. Various firing methods linked to glaze development and image control are emphasized. Continued exploration of forming techniques.

Prerequisite: ARTS 220, ARTS 250, and ARTS 352.  
Offered: Spring.

### **ARTS 354 - Ceramics IV Glaze Calculation/Kiln Construction (3)**

This course is an advanced ceramic studio for the development of skills and concerns of content in clay work. Emphasis on personal expression and development of an individual clay portfolio. The course will focus on the development of glazes for various temperature ranges and on the knowledge of kiln building and firing. Study will be supplemented by field trips to museums workshops and conferences in the field, with the opportunity to fire and build different types of kilns.

Prerequisite: ARTS 353. Offered: Spring.

### **ARTS 362 - Painting II (3)**

Continued studies in color theory and practice with emphasis on uses of acrylic media. Study of professional uses of this media, and how it has changed painting. This course will concentrate on the techniques of acrylic paint and mixed media. Students will learn methods of preparing and painting surfaces, including stretching of canvas. Methods of presentation with participation in the end-of-semester student exhibition. Emphasis is placed on individual instruction and independent development of student work.

Prerequisite: ARTS 260. Offered: Fall, odd years.

### **ARTS 363 - Painting III (3)**

Advanced color theory and practice with emphasis on contemporary approaches. This course will concentrate on the techniques of oil paint, oil pastel, and oil sticks. Students will learn methods of preparing the painting surface, including stretching of canvas. Methods of presentation with participation in end-of-semester student exhibition. Emphasis is placed on individualized instruction and independent development of student work.

Prerequisite: ARTS 260. Offered: Fall, odd years.

### **ARTS 370 - Printmaking II (3)**

Techniques of traditional etching using metal and plastic plates. Students will learn value, composition, and line in the process of creating prints in the intaglio technique to develop a personal artistic statement.

Offered: As Needed.

### **ARTS 382 - Printmaking III (3)**

This course will introduce students to relief printmaking using woodcuts, linocuts, collage, and photo-plate processes. Emphasis of the class will be composition, line, value, and personal artistic statement.

Offered: As Needed.

### **ARTS 392 - Sculpture II (3)**

Sculpture using the subtractive process using materials of alabaster, plaster, soapstone, and clay. Ability to use safe shop procedure is necessary.

Offered: Spring, Odd Years.

### **ARTS 393 - Sculpture III (3)**

Work in three-dimensional format focusing on the additive process using materials of metal, wood, paper, plastics, and clay. Willingness to learn and use safe shop procedure is necessary.

Offered: As Needed.

### **ARTS 410 - Senior Seminar I (2)**

The focus of this class is the preparation of the senior thesis required for all art majors. Students of this class will concentrate on required research, development of outline, and beginning stages of writing for the creative thesis paper that describes content and form of their required senior exhibition work. This class will guide students in preparing their thesis paper and slide portfolio for publication for the School of Performing and Visual Arts.

Prerequisite: Senior standing. Designations: IL3, WI3.  
Offered: Fall.

### **ARTS 413 - Senior Seminar II (1)**

Students of Senior Seminar II will bring to a conclusion the work of writing of the required creative thesis paper that they begin in Senior Seminar I. Students of the class will select and refine the creative thesis paper that illuminates the salient qualities of their senior exhibit work. Students will be guided in this work by the class instructor and by a thesis committee composed of art faculty. The work of the class will result in a published thesis paper and a slide portfolio of senior work that constitutes part of the library of the Art Department.

Offered: Spring.

**ARTS 416 - Topics in Art History (3)**

Specific and focused study of one time period, style, movement, subject, or geographical region of the world in relationship to art history. Specific and detailed course description to be written and circulated by the instructor prior to offering the course. May be used for study abroad credit upon department approval. May be repeated for credit with change in topic and department approval.

Offered: As Needed.

**ARTS 424 - Senior Exhibitions I (1)**

This course will teach students how to photograph both their two-dimensional and three-dimensional work and how to prepare photographs and vita for successful presentation in various electronic formats. In addition, the course will teach students how to present visual information to graduate schools and the art market through new media. Students will prepare the poster and postcards used to notify the University community of their senior exhibit. Art students taking this class will prepare the slide documentation of their senior exhibit, learn how to format and enclose photographs in the body of the thesis paper, and understand the requirements for publication of the thesis paper. Students will prepare an artist statement, vita, slide record of senior exhibition work, and prepare for application to graduate schools, museums, and galleries. Required for all art majors.

Prerequisite: Senior standing. Offered: Spring.

**ARTS 426 - Senior Exhibitions II (1)**

Students in Senior Exhibitions II will practice exhibition craft by assisting the gallery director in matting and hanging the annual student undergraduate exhibit. Students will also mat, prepare, and hang the senior exhibition. Students will develop a presentation-quality traditional hard copy portfolio of images that includes original work of at least twenty different pieces. Students will learn and practice techniques for presentation of work including social networks and new media.

Prerequisite: Senior standing. Offered: Spring.

**ARTS 435 - Topics in Sculpture (3)**

A course offered as needed to engage students in the continuation and development of work in sculptural methods, materials, and media. Attention to contemporary approach to sculpture and to artists working in the field. Willingness to learn and use safe shop procedures is necessary.

Offered: As Needed.

**ARTS 455 - Topics in Ceramics (3)**

Specific topics in ceramics. Offered as a way to narrow the focus of a semester's work to one specific area of ceramics. Topics could be Kiln Technology, Raku Firing, Glaze Calculation, or other specific topics. May be repeated for credit with change in topic.

Offered: Spring, Odd Years.

**ARTS 460 - Topics in Painting (3)**

Various specific topics in painting as defined by the individual instructor. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course. May be repeated for credit with change in topic.

Offered: As Needed.

**ARTS 462 - Watercolor Painting (3)**

Beginning watercolor painting emphasizing fundamentals of working with this medium. Development of skills and technique in wet media and mixed media. Study of the principles of pictorial organization and design. Plein-air painting when possible. An overview of the history of watercolor and introduction to significant artists will be presented through class lecture, slides, and museum field trips. May be repeated for credit with change in topic.

Offered: Summer.

**ARTS 484 - Topics in Printmaking (3)**

Study of specific areas and methods of printmaking as defined by the instructor. Emphasis on development of personal imagery and compositional strength. Designed to allow the student to develop in-depth knowledge in one or more areas of printmaking. Detailed and specific course description to be written and circulated by the instructor prior to offering of the course.

Offered: Spring, Odd Years.

**ARTS 495 - Independent Study (3)**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising instructor.

Offered: As Needed.

**ARTS 496 - Independent Study (3)**

Individual problems in art education, studio, and art history. Subject to approval of student advisor and supervising instructor.

Offered: As Needed.

## **BADM - Business Administration**

### **BADM 300 - Legal Environment of Business (3)**

This course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations.

Designations: WI3. Offered: Fall and Spring.

### **BADM 304 - Applied Business Statistics (3)**

The course considers the use of statistics in business for better planning, control, and decision-making with the focus on using computer statistical software, interpretation, and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance, and regression analysis are covered.

Prerequisite: CISS 300 and MATH 100 or coursework in college algebra, and either MATH 105, 110, or 151 or equivalent, or permission of the instructor.. Designations: IL3. Offered: Fall and Spring.

### **BADM 305 - Introduction to Management Science (3)**

An introduction to linear programming and sensitivity analysis, decision theory, inventory control models, waiting line theory, and computer simulation to improve the planning, control, and decision-making process.

Prerequisite: CISS 300 and MATH 100 or coursework in college algebra, and either MATH 110, or 151 or equivalent, or permission of the instructor.. Offered: Fall and Spring.

### **BADM 325 - Business Communications Applications (3)**

A practical approach to business communications. Emphasis will be placed on theory, formal and informal written communications, presentations, and the job-search process.

Offered: Fall and Spring.

### **BADM 340 - Integration of Faith, Ethics, and Business (3)**

This elective course will explore the interplay between faith, ethics, and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith and ethics make a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service.

Offered: Spring, odd years.

### **BADM 345 - Legal Issues in Sport (3)**

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators.

Cross-Listed as: SPMG 345. Offered: As Needed.

### **BADM 360 - International Business (3)**

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

Offered: Fall and Spring.

### **BADM 395 - Campus New York (1)**

New York business/career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nation's best-known business firms. The week-long visit also provides opportunities for investigating career possibilities.

Offered: As Needed.

### **BADM 396 - International Experience (1-3 )**

The course provides the student an opportunity to expand business and cultural horizons by visiting and studying in different international sites. The course can be taken more than once for different international experiences.

Offered: As Needed.

### **BADM 397 - International Business Internship (3-12)**

Extensive formal and informal training in a country other than the student's country of origin in both world-language conversation and business practices.

Prerequisite: FREN 201/SPAN 201 or equivalent in another language. Offered: As Needed.

### **BADM 480 - Business Strategy (3)**

A capstone course that emphasizes the integration of all prior learning in business administration, related coursework, and any workplace experiences to synthesize and apply concepts from the functional business areas to develop an understanding of organizations from the perspective of top management. The student will analyze complex business problems independently and with a team to formulate realistic strategic solutions.

Prerequisite: Senior standing; ACCT 214, BADM 304, CISS 300, ECON 204, FINC 312, MGMT 316, and MRKT 300, or permission of the instructor. Designations: WI3. Offered: Fall and Spring.

**BADM 495 - Independent Study (1-6)**

Supervised study program in a field of special interest.

Prerequisite: Approval of department chair and instructor.

Offered: As Needed.

**BADM 496 - Independent Study (1-6)**

Supervised study program in a field of special interest.

Prerequisite: Approval of department chair and instructor.

Offered: As Needed.

**BADM 497 - Internship in Business (1-6)**

Prerequisite: Junior standing or department approval.

Designations: PRE . Offered: As Needed.

**BADM 498 - Practical Project Experience (3)**

This class implements service-learning in a course that integrates the skills and knowledge students have learned in previous business classes covering finance, accounting, operations management, marketing, organizational behavior, human resource management, information technology, and communications while embodying "For God and Humanity." The class selects and performs a suitable charitable project during the semester, including fundraising, performance of the project, public and media relations, and creating and maintaining a project website.

Designations: PRE . Offered: As Needed.

**BIOL - Biology****BIOL 101 - Human Biology (4)**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. This class is NOT intended for biology majors and biology majors with teacher licensure. It is intended for non-science majors. Lab included.

Offered: Fall and Spring; Summers variable.

**BIOL 104 - Environment (4)**

Introduction to the principles of ecology with a primary focus on man's direct and indirect influences on his surroundings. Emphasis on current and local concerns. Laboratories focus on methods of sampling, field observations, and methods of examining resource allocation. Lab included.

Offered: Fall and Spring; Summers variable.

**BIOL 105 - Microbiology for the Health Sciences (4)**

A study of the biology of microorganisms with special focus on the organisms of human disease and on the techniques of microbiology that are appropriate to the health sciences. (Not for biology majors.) Students who have taken BIOL 105 cannot receive credit for BIOL 206 as an upper-level Biology course. Lab included.

Offered: Fall; Summers variable.

**BIOL 111 - General Biology (4)**

Introduction to the principles of biology including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. Laboratory investigations are designed to supplement and enhance the classroom lecture activities. Lab included.

Offered: Fall and Spring; Summers variable.

**BIOL 201 - Invertebrate Zoology (4)**

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Lab included.

Prerequisite: BIOL 111. Offered: Fall, Odd Years.

**BIOL 202 - Vertebrate Zoology (4)**

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Lab included.

Prerequisite: BIOL 111. Offered: Spring, Even Years.

**BIOL 203 - Human Anatomy and Physiology I (4)**

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Integumentary, skeletal, muscular, and nervous systems covered. Lab included.

Prerequisite: BIOL 101 with a grade of "C" or higher; or BIOL 111 with a grade of "C"; or placement out of CRLT 101 or grade of C or higher in CRLT 101 or its equivalent for transfer students and placement out of MATH 100 or grade of C or higher in MATH 100 or its equivalent for transfer students; or TEAS V composite score of 65..

Offered: Fall and Spring.

**BIOL 204 - Human Anatomy and Physiology II (4)**

Survey of basic structure and function of the human body. Levels of organization and homeostatic mechanisms. Endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Lab included.

Prerequisite: BIOL 203 with a grade of "C" or higher or permission of instructor. Offered: Fall and Spring; Summers variable.

#### **BIOL 206 - General Microbiology (4)**

Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. Lab included. Students who have taken BIOL 105 cannot receive credit for BIOL 206 as an upper-level Biology course.

Prerequisite: BIOL 111 or permission of instructor. Offered: Spring.

#### **BIOL 207 - General Botany (4)**

An introduction to the study of plants including aspects of morphology, anatomy, cell physiology, reproduction, growth, development, ecology, and taxonomy. Lab included.

Prerequisite: BIOL 111. Offered: Fall and Spring.

#### **BIOL 222 - Medical Terminology (1)**

An introduction to definitions, proper spelling, usage, and pronunciation of appropriate terminology used in health professions.

Prerequisite: BIOL 203. Offered: Spring.

#### **BIOL 291 - Professional Readiness in Natural Sciences ()**

Students will gain experience in the process of finding and applying for graduate and job opportunities in the natural sciences. Discussions will include ethical issues as well as career guidance. Directed assignments focus on planning and preparation for transition into a profession or post-baccalaureate studies. Fall and Spring. 1 credit hour. PRE designated course. Prerequisite: 4 credit hours in Biology at or above the 200 level.

Cross-Listed as: CHEM 291.

#### **BIOL 301 - Genetics (4)**

Study of principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. Lab included.

Prerequisite: BIOL 111 and CHEM 201. Offered: Spring.

#### **BIOL 310 - Nutrition (4)**

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Lab included.

Prerequisite: BIOL 111 and CHEM 201 or permission of instructor. Offered: As Needed.

#### **BIOL 315 - General and Comparative Animal Physiology (4)**

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Lab included.

Prerequisite: BIOL 111 and CHEM 201. Offered: As Needed.

#### **BIOL 320 - Plant Systematics (4)**

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Lab included.

Prerequisite: BIOL 207 strongly recommended. Offered: As Needed.

#### **BIOL 335 - Pathophysiology (3)**

Study of alterations in normal body structure and function associated with various disease processes.

Prerequisite: BIOL 203 and BIOL 204. Offered: As Needed.

#### **BIOL 352 - Cell Biology (4)**

Survey of cellular structure and function with emphasis on current methods of studying cells. Lab included.

Prerequisite: BIOL 111 and CHEM 112 with a minimum grade of "C". Offered: Fall.

#### **BIOL 385 - Practicum in Life Sciences (1)**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all Biology majors, and required for those planning to teach. No more than two hours of credit may be used toward fulfilling major requirements.

Prerequisite: Approval of department chair and laboratory instructor(s). Offered: As Needed.

#### **BIOL 386 - Practicum in Life Sciences (1)**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all Biology majors, and required for those planning to teach. No more than two hours of credit may be used toward fulfilling major requirements.

Prerequisite: Approval of department chair and laboratory instructor(s). Offered: As Needed.

**BIOL 387 - Issues in Science and Religion (3)**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest.

Offered: Spring, Odd Years.

**BIOL 391 - Biology Seminar I (1)**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation.

Prerequisite: Completion of eight credit hours in Biology at or above 200-level courses. BIOL291 is either prerequisite or co-requisite. Corequisite: Students who have not already taken BIOL291 are required to take it as a corequisite for this course. Designations: IL3, WI3. Offered: Fall and Spring.

**BIOL 402 - Ecology (4)**

Study of the interaction of organisms and their adaptations to their physical environment. The ecosystem approach is emphasized along with population and community ecology. Lab included.

Prerequisite: BIOL 111 and either BIOL 201, BIOL 202, BIOL 207, or BIOL 320. Offered: As Needed.

**BIOL 404 - Developmental Biology (4)**

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Lab included.

Prerequisite: CHEM 201. Offered: As Needed.

**BIOL 405 - Topics in Advanced Biology 1 (1-4)**

Study of specific areas in biology not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests.

Prerequisite: BIOL 111 and permission of instructor. Offered: As Needed.

**BIOL 411 - Immunology (4)**

Study of mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Lab included.

Prerequisite: CHEM 202. Offered: Spring, Odd Years.

**BIOL 422 - Biochemistry (4)**

This course covers the basics and principles of biochemistry. Topics covered include examining the structure and function of biomolecules, including carbohydrates, lipids, and proteins. Additional topics include enzyme action, metabolism, signal transduction, and pharmacology and toxicology aspects. Lab included.

Prerequisite: CHEM 202 with minimum grade of "C". Cross-Listed as: CHEM 422. Offered: Fall.

**BIOL 491 - Biology Seminar II (1)**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experiences in literature review and oral presentation.

Prerequisite: BIOL 391 and completion of 12 credit hours in Biology at or above 200-level courses. Designations: IL3, WI3. Offered: Fall and Spring.

**BIOL 493 - Internship in Biology I (1-3)**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom.

Prerequisite: 16 credit hours in the major. Offered: As Needed.

**BIOL 494 - Internship in Biology II (1-3)**

A second hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom.

Prerequisite: 16 credit hours in the major and completion of BIOL 493 (must be second internship). Offered: As Needed.

**BIOL 495 - Independent Study (1-3)**

Individual work planned to meet the need and interests of qualified students. Time and credits must be arranged in semester prior to term in which work is done. Must be arranged.

Offered: As Needed.

**BIOL 496 - Independent Study (1-3)**

Individual work planned to meet the need and interests of qualified students. Time and credits must be arranged in semester prior to term in which work is done. Must be arranged.

Offered: As Needed.



## BKED - Birth-Kindergarten Education

### **BKED 260 - Assessment and Observation (3)**

This course will explore a variety of observation and assessment tools to examine the physical, social, and emotional development that supports the learning of young children. Scheduling, room arrangement, indoor and outdoor learning environments, as well as adult interactions will be observed and assessed. The importance of creating healthy and safe environments that support the learning of all children as well as ethical considerations for observation and assessment will be explored. Upon completion, students should demonstrate an understanding of the importance of documentation and how it supports young children. Students should be able to explain their role and responsibilities as a professional in observation, assessment, and documentation practices.

Offered: As Needed.

### **BKED 270 - The Exceptional Child (4)**

This course is an introduction to various exceptionalities among young children, including children with behavioral, learning, and physical atypical patterns of development. This course examines inclusive/diverse settings, evidence-based educational/family plans, differentiated instruction practices, adaptive materials, and assistive technology. Assessment tools used to determine exceptionalities will be analyzed as well as observation and assessment techniques. Common physical, social-emotional, and cognitive disorders will be researched and modifications necessary to support children with these disorders will be examined. Emphasis is placed on the characteristics of exceptionalities and delays and the importance of early intervention/special education, collaboration with families, specialists, and community partners. Upon completion, students should be able to recognize exceptionalities, describe the referral process, identify community resources, and develop appropriate strategies/modifications to support children by utilizing best practices as defined by laws, policies, and the Foundations for Early Learning and Development and demonstrate an understanding of following ethical practices in protecting confidentiality and the integrity of families and children who receive support as determined by an IEP and/or IFSP.

Offered: As Needed.

### **BKED 280 - Guiding and Supporting Young Learners (4)**

This course focuses on the needs of children in relation to group settings, curriculum decisions, and the design of early learning environments. Current issues and trends of early childhood education, developmentally appropriate practice, curriculum models, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, social-emotional, and ability diverse are explored. Upon completion, students should be able to explain how young children are taught, cared for, and supported in early learning environments. The impact of atypical social-emotional development and its effects will be analyzed as will the importance of adult-child relationships and interactions. Students should be able to demonstrate a knowledge of current best practices, rules and regulations, curriculum, and the importance of creating developmentally appropriate and culturally appropriate, supportive environments.

Offered: As Needed.

### **BKED 290 - Child Development (3)**

This course covers child development for children birth through age eight. Developmental milestones for cognitive, social-emotional, and physical development will be included. The importance of Developmentally Appropriate Practice, play in the early learning environment, and the whole child concept will be examined. Developmental theories and research-based pedagogy will be included. Upon completion, students should be able to identify evidence-based strategies and theories that enhance the development of all children; including various diversities and abilities. Students should also be able to explain how environmental and biological factors impact development and how development follows sequential patterns, recognizing atypical developmental patterns.

Offered: As Needed.

### **BKED 300 - Special Topics: Technology in the BK Environment (3)**

This course focuses on enhancing the learning environment through the use of technology in the BK classroom. It enables candidates to the use technology in the creation of a child-centered, safe, and developmentally stimulating learning environment. The course introduces the candidate to resource-based teaching through the use of educational technology and its appropriate uses in the classroom. It focuses on developing research skills by designing, planning, and producing basic educational materials using technological hardware and software. The process of selecting and utilizing technological resources for birth through kindergarten classrooms are emphasized. The candidate will also learn about assistive technology for the atypical child.

Offered: As Needed.

### **BKED 360 - Child, Family, and Community: Building Supportive Relationships (3)**

This course covers the importance of developing positive, reciprocal partnerships among families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Emphasis on the role of formal and informal support systems, and effective family professional collaborative partnerships that are family-driven will be examined. Upon completion, students should be able to identify appropriate relationship building strategies between families, children, schools, and communities and demonstrate a variety of communication skills necessary for building positive home, school, and community partnerships to support every child.

Offered: As Needed.

### **BKED 370 - Infants and Toddlers (3)**

This course examines integrated approaches to supporting infants and toddlers ages birth to 36 months who are culturally, linguistically, and ability diverse with an emphasis on practice in applied settings including all environments that support children's learning. Upon completion, the student will be able to create learning opportunities for children birth through 36 months with an emphasis on positive learning experiences and providing safe, warm and nurturing interactions. Students will complete a clinical assignment in an approved infant - toddler program where there will be opportunities to examine relationships that support and facilitate learning for the child and family.

Offered: As Needed.

### **BKED 380 - Early Childhood Curriculum (3)**

This course examines approaches to learning within the context of emotional/social, health and physical, language and communication, and cognitive domains with an emphasis on practice in applied settings. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Foundations of Early Learning. Students should also practice assessment procedures which provide meaningful feedback regarding student progress.

Offered: As Needed.

### **BKED 390 - Kindergarten Curriculum (3)**

This course examines approaches to learning within the context of the kindergarten classroom and kindergarten curriculum. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Standard Course of Study (Common Core). Students should also practice assessment procedures which provide meaningful feedback regarding student progress.

Offered: As Needed.

### **BKED 410 - Language and Literacy for the Young Child (4)**

This course provides evidence-based strategies for enhancing language and literacy experiences for children ages birth to eight years and how these experiences enhance a child's cognitive, language, social, emotional, and physical development. Topics include the history and selection of developmentally appropriate children's literature and the use of books, technology, and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically, and ability diverse. In addition, the student should be able to evaluate children's literature and its use in the early learning environment, identifying award-winning children's literature and the integration of children's literature in all areas of curriculum.

Offered: As Needed.

### **BKED 420 - Math, Science, Social Studies, and the Arts for Young Children (4)**

This course examines the development of science, social studies, art, and mathematical thinking in young children who are culturally, linguistically, and ability-diverse. Research, current educational practice, and instructional materials and strategies are analyzed. Emphasis is on the design and assessment of integrated math, science, social studies, and art learning activities. Upon completion, students should be able to design and implement developmentally appropriate, integrated learning experiences in an early childhood learning environment for ages 3-8. Students should be able to incorporate technology. This course includes a clinical field-based experience.

Offered: As Needed.

**BKED 430 - Internship: BK Practices, Procedures, and Policies (3)**

This course includes intensive work with children and families in home and community settings planned by student and advisor with focus on integration of theory and practice, including policies, procedures, and practices for young children. This course will include practice in a community/home preschool/daycare setting and practice in a school-sponsored preschool and kindergarten program. Upon completion, the student should complete a comprehensive portfolio which demonstrates an understanding of early childhood education theory and practice.

Offered: As Needed.

**BKED 440 - Professional Administrative Seminar (12)**

This course is an intensive examination of policies, procedures, and responsibilities for administration of early childhood education programs. It includes an intensive clinical experience that provides the student opportunities to facilitate learning, design environments, create program handbooks, policies and procedures manuals, and engage in practices for meaningful and positive adult leadership as well as experiences collaborating with colleagues, families, and children. Upon completion, the student should be able to demonstrate effective strategies necessary to lead and manage a quality early learning environment in a home center, community preschool, and/or daycare including private and/or faith-based programs. In addition, the students will demonstrate effective interpersonal and leadership skills that promote quality, align to the NAEYC code of ethical conduct, and meet state program requirements. This course requires one semester-long experience in early learning environments, other than those in a school setting. This is the non-licensure seminar/leadership course for students who are not pursuing BK licensure. Admission to the Teacher Education program is required for at least one year prior to taking BKED 440.

Prerequisite: Admission to the Teacher Education program is required for at least one year prior to taking BKED 440. Designations: PRE. Offered: As Needed.

**CHEM - Chemistry****CHEM 103 - Introductory Chemistry (4)**

Recommended for non-science and nursing majors. Emphasis on application of the basic principles of chemistry. Topics include the scientific method, chemical measurements, dimensional analysis, fundamental chemical nomenclature, chemical reactions, stoichiometry, and applications of chemistry. Lab included.

Prerequisite: Placement out of MATH 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of "C" or higher. Offered: Fall and Spring; Summers variable.

**CHEM 111 - General Chemistry I (4)**

Recommended for first-year science and mathematics majors. This course is the first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry. Topics include scientific measurements, dimensional analysis, chemical formulas, nomenclature, stoichiometry, reactions in aqueous solutions, gas laws, electronic structure of the atom, and physical properties. Lab included.

Prerequisite: Advanced High School Algebra recommended (this course may not be used with CHEM 103 to meet basic science course requirements). Offered: Fall.

**CHEM 112 - General Chemistry II (4)**

This course is a continuation of CHEM 111. Topics include solutions, chemical thermodynamics, chemical equilibrium calculations, reaction rates and kinetics, acid-base equilibria, chemical bonding, and molecular geometry. Lab included.

Prerequisite: CHEM 111 with minimum grade of "C". Offered: Spring.

**CHEM 201 - Organic Chemistry I (4)**

Basic principles of bonding, conformational analysis, and structure of simple hydrocarbons, alcohols, and alkyl halides. Emphasis is placed on substitution, elimination, and addition reactions. An introduction to functional group analysis of reactivity and chemical synthesis is also included. The laboratory involves introduction to preparatory organic chemistry with emphasis on purification and characterization techniques. Lab included.

Prerequisite: CHEM 112 with a minimum grade of "C". Offered: Fall.

**CHEM 202 - Organic Chemistry II (4)**

Study of the structure and reactivity of dienes, aromatic molecules, alcohols, ethers, aldehydes, ketones, and carboxylic acid derivatives. Emphasis is placed on mechanistic analysis of reactions and chemical synthesis. The laboratory involves the introduction of spectroscopic and chromatographic methods as well as a continuation of preparatory techniques. Lab included.

Prerequisite: CHEM 201 with a minimum grade of "C". Offered: Spring.

**CHEM 291 - Professional Readiness in Natural Sciences ()**

Students will gain experience in the process of finding and applying for graduate and job opportunities in the natural sciences. Discussions will include ethical issues as well as career guidance. Directed assignments focus on planning and preparation for transition into a profession or post-baccalaureate studies. Fall and Spring. 1 credit hour. PRE designated. Prerequisite: 4 credit hours of chemistry at or above the 200 level.

Cross-Listed as: BIOL 291.

**CHEM 301 - Analytical Chemistry (4)**

Introduction to modern analytical chemistry. Emphasis on theory and practice of fundamental principles of analysis, solution equilibria, and electrochemistry. Lab included.

Prerequisite: CHEM 201. Offered: Fall, As Needed.

**CHEM 302 - Instrumental Analysis (4)**

Emphasis on spectroscopy and separation techniques, instrumentation theory, quantitative/qualitative analysis. Lab included.

Prerequisite: CHEM 201. Offered: Spring, As Needed.

**CHEM 310 - Environmental Chemistry (4)**

Application of the fundamental principles of chemistry and chemical thermodynamics to understand the chemical processes in the atmosphere, hydrosphere, and lithosphere. Lab included.

Prerequisite: CHEM 112 with a minimum grade of "C". Offered: Spring, As Needed.

**CHEM 351 - Inorganic Chemistry (4)**

Survey of fundamental principles in inorganic chemistry. The course will focus on the bonding, structure, and reactivity of main group and coordination compounds as well as organometallic species of the transition metals. Aspects of bioinorganic chemistry will also be discussed. The laboratory will provide instruction in various techniques in preparatory inorganic chemistry. Lab included.

Prerequisite: CHEM 202. Offered: Spring, As Needed.

**CHEM 380 - Forensic Chemistry (4)**

Study of chemical microscopy as applied to forensic science focusing on the use of the polarized light microscope, identification of unknowns, sample-preparation techniques, and the fundamental chemical principles applied to each. Other topics include crime scene analysis, fingerprint analysis, ballistics comparison, and toxicology.

Prerequisite: CHEM 112 (can be taken as a co-requisite). Offered: Spring, As Needed.

**CHEM 385 - Practicum in Chemistry (1)**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours of credit may be used toward filling major requirements.

Prerequisite: Approval of department chair and laboratory instructor(s). Offered: As Needed.

**CHEM 386 - Practicum in Chemistry (1)**

Practical experience in designing, setting up, and teaching laboratory. Recommended for all chemistry majors, and required for those planning to teach. No more than two hours of credit may be used toward filling major requirements.

Prerequisite: Approval of department chair and laboratory instructor(s). Offered: As Needed.

**CHEM 391 - Chemistry Seminar (1)**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. This course meets the Professional Readiness Experience graduation requirement.

Prerequisite: CHEM 202 . Designations: WI3, IL3, and PRE. Offered: Fall and Spring.

**CHEM 401 - Physical Chemistry I (4)**

Emphasis on fundamental laws of thermodynamics, equations of state, and phase equilibria. Lab included.

Prerequisite: CHEM 201 and MATH 152. Offered: Fall, As Needed.

**CHEM 402 - Physical Chemistry II (4)**

Emphasis on fundamentals of physical and chemical kinetics, solution equilibria, and introduction of quantum mechanics. Lab included.

Prerequisite: CHEM 401. Offered: Spring, As Needed.

**CHEM 405 - Topics in Advanced Chemistry (1-4)**

Study of specific areas in chemistry not covered by other upper-level courses. Course content will vary and will reflect student and faculty interests.

Prerequisite: CHEM 111 and permission of the instructor. Offered: As Needed.

### **CHEM 420 - Aquatic Chemistry (4)**

This course will focus on the geochemical processes that control the composition of surface and ground waters, both in their pristine and contaminated state. It will also familiarize the students with publicly-available computer codes which are the standard in the environmental industry. Lab included.

Prerequisite: CHEM 112. Offered: Fall, As Needed.

### **CHEM 422 - Biochemistry (4)**

This course covers the basics and principles of biochemistry. Topics covered include examining the structure and function of biomolecules, including carbohydrates, lipids, and proteins. Additional topics include enzyme action, metabolism, signal transduction, and pharmacology and toxicology aspects. Lab included.

Prerequisite: CHEM 202 with minimum grade of "C". Cross-Listed as: BIOL 422. Offered: Fall.

### **CHEM 491 - Chemistry Seminar (1)**

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the coursework of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. This course meets the Professional Readiness Experience graduation requirement.

Prerequisite: CHEM 391. Designations: WI3, IL3, PRE. Offered: Fall and Spring.

### **CHEM 493 - Internship in Chemistry I (1-3)**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom.

Offered: As Needed.

### **CHEM 494 - Internship in Chemistry II (1-3)**

A hands-on experience to increase skills and knowledge in the student's major area of interest within an organization outside of the classroom.

Offered: As Needed.

### **CHEM 495 - Independent Study (1-3 each semester)**

Individual work designed to meet the needs and interests of exceptionally qualified students. Time and credits by arrangement in semester prior to term in which work is done.

Offered: As Needed.

### **CHEM 496 - Independent Study (1-3 each semester)**

Individual work designed to meet the needs and interests of exceptionally qualified students. Time and credits by arrangement in semester prior to term in which work is done.

Offered: As Needed.

## **CISS - Computer Information Systems**

### **CISS 160 - Introduction to Computer Information Systems (3)**

For non-business majors. A general introduction to computer information systems, with an emphasis on the application of Microsoft Office tools for business, such as spreadsheets, databases, and web development.

Offered: As Needed.

### **CISS 300 - Management Information Systems (3)**

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel.

Offered: Fall and Spring.

### **CISS 352 - Principles of Programming with COBOL (3)**

Computer problem solving using COBOL as a vehicle.

Offered: As Needed.

### **CISS 371 - Systems Analysis and Design (3)**

Study of the systems development life cycle (SDLC) with focus on the planning, analysis, and design processes. Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations.

Prerequisite: CISS 300. Offered: Fall.

### **CISS 432 - Information Systems Project Management (3)**

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques.

Prerequisite: CISS 300. Offered: Fall, Odd Years.

**CISS 433 - Database Management (3)**

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations.

Prerequisite: CISS 300 for CIS majors and CSCI 201 for CS majors. Offered: Spring.

**CISS 470 - Strategic Information Management (3)**

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies. Capstone Course.

Prerequisite: CISS 300 and senior status. Offered: Spring.

**CISS 475 - Topics in Computer Information Systems (3)**

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once.

Offered: As Needed.

**CISS 497 - Internship in Computer Information Systems (3)**

By special arrangement with the approval of the department chair.

Designations: PRE . Offered: As Needed.

**CISS 498 - Internship in Computer Information Systems (3)**

By special arrangement with the approval of the department chair.

Offered: As Needed.

## CJAD - Criminal Justice Administration

**CJAD 205 - Criminal Justice Administration (3)**

This course provides an introduction to the criminal justice system. The primary goal of this course is to develop a general understanding of the criminal justice system and its response to crime in society today. Students will consider crime in the U.S., explore the key elements of the criminal justice system (police, courts, and corrections), and examine a number of special issues relevant to criminal justice today.

Offered: Fall and Spring.

**CJAD 210 - Criminal Law (3)**

This course provides students with a description of the fundamental nature of law, an overview of general legal principles, and a discussion of the historical development of criminal law and its contemporary form and function in American society today.

Designations: IL3. Offered: Fall.

**CJAD 230 - Criminal Justice Procedures - Law and Practice (3)**

This course will provide a detailed examination of the procedures utilized in the criminal justice system as they relate to criminal law and the administration of justice. Court decisions that have shaped police procedures in the 21st century will be emphasized.

Offered: Spring.

**CJAD 320 - Ethics in Criminal Justice (3)**

This course provides students with an introduction to diversity and morality and scope of ethics, particularly as its many problems and diverse perspectives intersect with those ongoing controversies found in the everyday world of crime, law, and justice. Ethics involves the study of many different themes and issues, including concepts such as good, duty, obligation, virtue, freedom, rationality, and choice, as well as the ways in which each of these notions informs the dilemmas we face, the choices we make, and the actions we undertake. The themes that this ethics course explores underlie many circumstances we routinely confront as individuals, groups, organizations, communities, and cultures. The immediate aim of this course is to encourage critical reflection on these concepts and concerns, recognizing their significance to and contemplating their value for people in various social contexts.

Prerequisite: ENGL 102. Designations: WI3. Offered: Spring.

**CJAD 380 - Crime Scene Investigation I (3)**

This course provides the student with a working knowledge of criminal investigation principles, techniques, laws, and procedures. The investigation process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included is a study of crime scene investigations, interrogations, and courtroom testimony.

Offered: Spring.

### **CJAD 400 - Special Topics in Public Safety (3)**

This course will include special topics that provide insight into the criminal justice system and processes to include areas of law enforcement, the judiciary, corrections, penology, public safety, homeland security, terrorism, intelligence, and other timely 21st century criminal justice areas.

Offered: Spring.

### **CJAD 410 - Philosophy of Criminal Justice (3)**

The major focus is the alternatives for dealing with law violations and relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, legitimacy of alternatives to punishment, justification for considering illegal acts as products of disease, and the reconcilability of a system of punishment with a deterministic view of human behavior.

Offered: Spring, odd years.

### **CJAD 420 - Administrative Decision Making for Public Safety (3)**

A course in public safety decision making with considerable emphasis on management styles and their effect on the operation of the police force and related public safety agencies.

Offered: Fall, Even Years.

### **CJAD 425 - American Corrections (3)**

This course introduces the American Correctional System. Corrections has a rich history, innovative in practice and challenged by societal problems that will be the subject of this course and will allow us to focus on the progression to 21st Century American Corrections. We will explore the shift away from the goal of rehabilitation, dominant in the 1970s, to the primacy of crime control goals since the 1980s. During the past quarter-century, corrections has seen the rise and fall of boot camps, the growth of privately owned and operated prisons, interest in community and restorative justice, and the present emphasis on evidence-based decision making. The recent downturn in the economy has placed great fiscal burdens on public agencies. At all levels of government – federal, state, and local – budgetary deficits have greatly affected corrections. The primary goal of this course is to develop a general understanding of the American correctional system and its response to rehabilitation, re-entry, punishment, and incarceration in society today. Students will consider corrections in the U.S., explore the key elements of the correctional mission, and examine a number of special issues relevant to the American correctional system today.

Offered: Spring.

### **CJAD 426 - Civil Liability for Public Service Officials (3)**

This course focuses on some of the most common civil liability concerns for public service officers. The course will look at civil liability for public safety officers and officials from state and federal levels. Topics will include liability under **42 U.S.C 1983**, common forms of liability under state law, liability concerns for supervisors, failure to train, personnel issues, pursuits, and arrests. Defenses to civil litigation will also be discussed. 3 credit hours.

Offered: Spring.

### **CJAD 430 - Criminal Justice Theory and Research (3)**

A discussion and practical application in operations research as it applies to police department, prosecution management, court scheduling, corrections recidivism, probation, and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance.

Prerequisite: ENGL 102. Designations: WI3. Offered: Fall.

### **CJAD 440 - Trends in Criminal Justice (3)**

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

Offered: Spring, Even Years.

### **CJAD 450 - International Issues in Public Safety (3)**

An overview and insight into the nature and complexity of current international public safety issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, cybercrime, money laundering, and trafficking in drugs, people, and arms.

Offered: Fall, Even Years.

### **CJAD 460 - Cybercrime (3)**

An overview of the legal and social implications of technological crimes. Emphasis will be placed on understanding and managing cybercrimes including theoretical implications, prevention, law enforcement investigation, and prosecution of cybercrimes.

Offered: Fall, Odd Years.

**CJAD 470 - Terrorism and Intelligence (3)**

This course provides information about three important subjects: Homeland Security, Terrorism, and Intelligence. These interconnected topics often dominate today's news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, police officers, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and homeland security and their interrelationship as an emerging international threat.

Offered: Spring, Odd Years.

**CJAD 475 - Organized Crime (3)**

This course provides the student with an in-depth working knowledge of the concept of organized crime—what it is and what it is not. Will provide the historical foundations for understanding the evolution, development, and current status of organized crime. An overview of various criminal organizations and their activities that includes the highly organized and immensely profitable crimes will be presented. Students will explore various crime control measures and policies for managing the illegal activities of criminal organizations as well as the organized crimes of legitimate organizations.

Offered: Fall.

**CJAD 480 - Crime Scene Investigation II (3)**

This course provides the student with an in-depth working knowledge of criminal and advanced crime scene investigation principles, techniques, laws, and procedures. The investigation process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included is classroom and practical hands on study of crime scene investigations of robbery, burglary, assault, sex crimes, death cases, homicide, crimes against children, missing and abducted children, theft, organized crime, and terrorism. Collection of evidence, packaging, chain of custody, and analysis are included in this course. This course also requires a one-hour lab, CJAD 499.

Prerequisite: CJAD 380. Offered: Fall.

**CJAD 495 - Independent Study I (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student initiated research course that includes a written project J paper.

Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the department chair. Offered: As Needed.

**CJAD 496 - Independent Study II (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student initiated research course that includes a written project J paper.

Prerequisite: Approval by the professor offering the study, student's major department, and concurrence of the department chair. Offered: As Needed.

**CJAD 497 - Public Safety Internship I (3)**

Designed for students enrolled full-time in the criminal justice program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system.

Designations: PRE . Offered: Fall, Spring, and Summer.

**CJAD 498 - Public Safety Internship II (3)**

Designed for students enrolled full-time in the criminal justice program to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system.

Designations: PRE . Offered: Fall, Spring, and Summer.

**CJAD 499 - Criminal Justice Field Experience (1-12)**

This course provides students with opportunities to integrate knowledge, values, and work skills acquired during the completion of their academic curriculum.

Designations: PRE . Offered: Fall, Spring, and Summer.

**COMM - Communications****COMM 220 - Digital Media Convergence (3)**

Media convergence is the use of multiple mediums to create new media. This course teaches the basics of visual literacy, digital photography, digital audio, digital video, and design. Students learn how these basics combine to produce a multimedia production. NOTE: This course is the prerequisite for all production classes.

Offered: Fall and Spring.

**COMM 230 - Technology and American Society (3)**

Surveys the evolution of communication and information technology from Gutenberg to the Information Superhighway. Special emphasis is placed on the historical development of communication media and their influence on society and culture as well as business, economic, and political systems in the western world.

Offered: Fall and Spring.

**COMM 233 - Speech (3)**

Instruction in the art of public speaking including creation of material, safe physical preparation, and long-term care of the student's voice. This is an activity course, which emphasizes performance.



Offered: Fall and Spring.

**COMM 235 - Debate (1)**

Not restricted to communication majors. Training and practice in the principles of college debate. Intercollegiate competition.

Offered: As Needed.

**COMM 238 - Announcing (3)**

Emphasizes vocal performance skills essential to successful communication through electronic media. Looks into ways of conveying mood and message content effectively. Includes guidelines for proper pronunciation, articulation, voice quality, and English usage. Also covers working with cameras in specialized announcing situations encountered in the broadcasting industry.

Prerequisite: COMM 220. Offered: Spring.

**COMM 255 - Photography (3)**

Introduction to basic photography skills, including composition and techniques. Student must provide his/her own digital media and photographic printing papers. (Additional cost.) Concurrent participation in newspaper staff is highly recommended.

Prerequisite: COMM 220 or permission of instructor.  
Offered: Fall and Spring.

**COMM 256 - Intermediate Photography (3)**

More advanced photographic work in the studio and in available light conditions. Black and white and color photography is used to communicate ideas and concepts visually. Intermediate Photography is the second in a series of pure photography classes designed to prepare the student for work in the photographic industry, as a freelance photographer or photojournalist. (Additional cost.)

Prerequisite: COMM 255. Offered: Fall.

**COMM 270 - New Media Survey (3)**

An introduction to the variety of New Media resources provided by the Internet. The use of the Internet as a research tool is emphasized.

Offered: Spring.

**COMM 285 - Communication in Sport (3)**

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. This course will utilize various broadcast, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values.

Cross-Listed as: SPMG 285. Offered: Fall and Spring.

**COMM 310 - Digital Media Writing (3)**

The study and practice of writing for the media. Provides experience in writing for newspapers, corporate publications, television, radio, film, and the Internet.

Prerequisite: COMM 220 or permission of instructor.  
Designations: WI3. Offered: Fall and Spring.

**COMM 313 - Principles of Public Relations (3)**

An examination of theory, procedure, and practice in public relations. Surveys the duties of the PR practitioner. Provides an overview of campaign design, fundraising, budgeting, issues management, contingency planning, problem analysis, and use of research tools. Emphasis is on the professional practices and ethical standards important to effective communication within organizations and between organizations and their publics.

Prerequisite: COMM 220 or permission of instructor.  
Offered: Fall.

**COMM 314 - Public Relations Copy Writing (3)**

Fundamentals of public relations writing including preparation of press releases and backgrounders, brochures and flyers, newsletters, press kits and news releases, institutional advertising copy, executive speeches, and annual reports. Emphasis is on the basics of grammar, style, and format.

Prerequisite: COMM 220 and COMM 310. Designations: WI3. Offered: Fall.

**COMM 315 - Public Relations Techniques (3)**

Techniques and skills used in preparing public relations packages for print and electronic media. This course develops a framework for understanding how the various tasks and concepts used in public relations work comes together to shape a campaign that is based in theory.

Prerequisite: COMM 313 and COMM 314. Offered: Spring.

**COMM 320 - Media Operations and Management (3)**

An overview of media operations, management, and personnel. Introduces the basic aspects of media from the early years to the present. Introduction to public relations, advertising, marketing, and sales in the media.

Offered: Spring.

**COMM 342 - Audio Production (3)**

Recording techniques, advertising design, and spot production. Includes work in vocal delivery, microphone technique, and digital multi-track recording and mixing for audio and video postproduction.

Prerequisite: COMM 220 or permission of instructor.  
Offered: Spring.

**COMM 350 - Film Literature and Criticism (3)**

An overview of the history of cinema and the development of film conventions in visual communication. Looks at film as an art form and a social force.

Offered: As Needed.

**COMM 351 - Commercial Photography (3)**

Provides photographic experience representative of that typical in professional commercial still photography. Techniques, assignments, expectations, working conditions, types of photographic products, studio procedures, and the marketing and management of the commercial studio will be covered. Commercial photographic techniques will be applied in practical assignments. (Additional cost.)

Prerequisite: COMM 255 and COMM 256. Offered: Fall.

**COMM 359 - Topics in Film (1)**

Analysis and discussion of the cinema. Topics will be determined by the films screened at the campus film festival.

Cross-Listed as: ENGL 379. Offered: As Needed.

**COMM 360 - Intro to Digital Video and Non-Linear Editing (3)**

A basic course in digital videography and non-linear computer-based video editing that introduces students to the most basic skills and techniques of ENG field production using digital technology.

Prerequisite: COMM 220 or permission of instructor.  
Offered: Fall.

**COMM 370 - Introduction to Computer Graphics (3)**

An introduction to computer illustration, image scanning, photographic digitizing, and layout design basics through the use of several current software packages. The use of the computer as a presentation organizer and primary presentation tool is also covered.

Prerequisite: COMM 220 or permission of instructor.  
Offered: Fall and Spring.

**COMM 375 - Layout and Design (3)**

Publication practices and design principles common among the electronic and print media, including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software.

Prerequisite: COMM 370. Cross-Listed as: JOUR 375.  
Offered: Fall.

**COMM 379 - Internet Seminar (1)**

Advanced work with the Internet in selected areas of research, interpersonal communication, data storage and retrieval, and multimedia applications.

Offered: As Needed.

**COMM 380 - Communication Theory (3)**

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques.

Prerequisite: ENGL 102, COMM 220, and COMM 310.  
Designations: WI3, IL3. Offered: Spring.

**COMM 400 - Special Topics in Communication (1-3)**

Specialized study in selected areas of the communication industry. Course content will vary and will reflect current developments in the industry and respond to student interest and need.

Offered: As Needed.

**COMM 401 - Student Radio Staff (1)**

Practical experience and instruction in all phases of radio station operations through the facilities of WGWG, the University's radio station. Hands-on opportunities are available in audio production, air-shift performance, and management procedures.

Prerequisite: COMM 238, COMM 320, and COMM 342, or permission of instructor. Offered: As Needed.

**COMM 402 - Student Television Staff (1)**

Practical experience and instruction in writing, producing, and editing television programming for cable distribution.

Prerequisite: COMM 238 and COMM 360 or permission of instructor. Offered: As Needed.

**COMM 417 - The Kennedys' Use of the Media and Public Relations (3)**

An examination of the Kennedys' (especially JFK and Jackie) use of the media (especially television and still photography) and public relations, specifically during the White House Years (and the months following JFK's death) to shape and continually refine the image of the JFK presidency. The Kennedy family's role in politics and history and, of course, the "myth" of Camelot will also be explored.

Offered: Spring.

**COMM 449 - Public Relations Portfolio (3)**

An opportunity for students to develop their public relations portfolios. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost.)

Prerequisite: COMM 313, COMM 314, and COMM 315, or consent of instructor. Offered: Spring.

### **COMM 451 - Imaging Technologies (3)**

Image manipulation in black and white and color from original digital sources and scanned negatives. Image work is designed to achieve visual objectives. Techniques learned apply to the portrait studio, publishing, and the Internet. (Additional cost.)

Prerequisite: COMM 370. Offered: Spring.

### **COMM 459 - Portfolio (3)**

An opportunity for students to develop their photographic portfolios. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape, or photographic art. (Additional cost.)

Prerequisite: COMM 255, COMM 256, and COMM 351, or consent of instructor. Offered: Spring.

### **COMM 460 - Intermediate Digital Video and Non-Linear Editing (3)**

A more advanced course in digital videography and non-linear computer-based video editing in which students produce longer news, feature, and/or dramatic projects. Must successfully pass COMM 360.

Prerequisite: COMM 360 or equivalent. Offered: Spring.

### **COMM 469 - Video and Film Portfolio (3)**

An opportunity for students to develop their video and film portfolios. Body of work will encompass long-form program genres such as documentaries and movies.

Prerequisite: COMM 360 and COMM 460 or equivalent. Offered: Spring.

### **COMM 470 - Advanced Computer Graphics (3)**

Advanced work in Adobe Photoshop and other applications used in publication preparation and multimedia design.

Prerequisite: COMM 370. Offered: Fall.

### **COMM 472 - Web Publishing (3)**

Application of graphic, illustration, photographic, and word-processing programs in production of webpages on the Internet. HTML code and JAVA script is introduced. Emphasis is placed on visual design, message effectiveness, and site efficiency. Each student will produce his or her own webpages.

Prerequisite: COMM 370. Offered: Spring.

### **COMM 475 - Color and Typography (3)**

Specialized study in color and typography as it relates to all areas of visual communication.

Prerequisite: COMM 370. Offered: Fall.

### **COMM 479 - Graphic Design Portfolio (3)**

An opportunity for students to develop their graphic design portfolios. Body of work will encompass wide range of sample projects and areas of experience and expertise. (Additional cost.)

Prerequisite: COMM 370, COMM 470, and COMM 472, or consent of instructor. Offered: Spring.

### **COMM 480 - Legal and Ethical Issues in Mass Media (3)**

Theory and practice of media law with discussion of related contemporary ethical issues. Particular attention will be paid to ways the emergence of the World Wide Web is challenging traditional solutions to communication problems.

Prerequisite: COMM 220 and COMM 310. Offered: Fall.

### **COMM 490 - Independent Study (1-3)**

Supervised study and/or advanced hands-on development of skills and techniques in one of many disciplines offered in Communication Studies.

Prerequisite: Completion of course sequence in area of interest and approval of instructor and department chair. Offered: As Needed.

### **COMM 491 - Internship I (3)**

491 is for the first internship experience and 493 is for the second internship experience.

Prerequisite: Completion of 21 credit hours in major/concentration or permission of instructor. Designations: PRE. Offered: Fall, Spring, and Summer.

### **COMM 493 - Internship II (3)**

491 is for the first internship experience and 493 is for the second internship experience.

Prerequisite: Completion of 21 credit hours in major/concentration or permission of instructor. Designations: PRE. Offered: Fall, Spring, and Summer.

## **CRLT - Critical Literacy**

### **CRLT 101 - Critical Literacy (3)**

A critical examination of language integrating reading and writing. Developing the ability to become rhetorically aware of the complexity of language by reading and analyzing challenging texts and writing informed responses. A minimum grade of "C" and attendance at a minimum of 80% of scheduled class meetings are required to earn credit for this course. Students may not take CRLT 101 for credit if they already have credit for ENGL 101 or ENGL 102.

Offered: Fall and Spring.

## CSCI- Computer Science

### **CSCI 101 - Introduction to Computer Science (3)**

The objective of this course is to introduce students to the fundamentals of computer science. This is not a computer literacy course (e.g., how to use office applications, email, web, etc.). The focus of the course is on topics in computer science. This is a broad survey of computer science and should be taken by a student to determine if he or she might be interested in majoring in computer science. A sampling of topics include: computer architecture, data representation, artificial intelligence, database systems, operating systems, networking, algorithms, and programming. Approximately 1/3 of the class will be devoted to learning how to program using programming language like Alice or Scratch.

Offered: Fall.

### **CSCI 201 - Programming Language I (3)**

A first language course in computers that introduces students to programming, programming logic, and structured programming methods.

Prerequisite: UNIV 111 or CSCI 101 or CSCI 281. Offered: Fall.

### **CSCI 202 - Programming Language II (3)**

An intermediate programming course focusing on object-oriented programming concepts like classes, encapsulation, inheritance, and polymorphism. The class will also include the topics of graphical user interfaces, file input/output, and exception handling.

Prerequisite: CSCI 201. Offered: Spring.

### **CSCI 280 - Programming in Python (3)**

A study of the basics of programming with Python. Emphasis on expressions, variables, conditionals, loops, lists, sets, dictionaries, functions, objects, and exceptions. Topics will also include program design, Boolean logic, debugging, input/output, and object-oriented programming.

Prerequisite: UNIV 111 or CSCI 101 or CSCI 281. Offered: As Needed.

### **CSCI 281 - Programming in JAVA (3)**

The basics of object-oriented programming with Java, including expressions, variables, conditionals, loops, classes, and objects. Topics will also include program design, Boolean logic, debugging, input/output, and object-oriented programming.

Prerequisite: UNIV 111 or CSCI 101. Offered: Fall, Odd Years.

### **CSCI 285 - C Programming Language (3)**

An introduction to the language, syntax, style, and design of C programs. Emphasizes the use of C for low-level design and graphics, including extensions to C++.

Prerequisite: UNIV 111 or CSCI 101 or CSCI 281. Offered: Fall, Even Years.

### **CSCI 350 - Introduction to Multimedia Processing (3)**

The study of basic topics in digital multimedia from a Computer Science point of view. The class will include introduction to image, sound, and video representation in digital form and the study of the basic algorithms for image, sound, and video manipulation. Students will need to write their own programs to manipulate multimedia objects.

Prerequisite: CSCI 201. Offered: As Needed.

### **CSCI 360 - Assembly Language Programming and Architecture (3)**

Low-level programming in assembly language and an introduction to principles of hardware design.

Prerequisite: CSCI 201. Designations: IL3. Offered: Spring, Even Years.

### **CSCI 361 - Operating Systems and Computer Architecture (3)**

Survey operating systems and principles of operating systems. Examine principles of LINUX design and programming.

Prerequisite: CSCI 201. Offered: Spring, Even Years.

### **CSCI 375 - Introduction to Computer and Network Security (3)**

The study of computing security vulnerabilities and techniques and tools for developing secure applications and practicing safe computing.

Prerequisite: CSCI 201. Offered: Spring, Even Years.

### **CSCI 380 - Data Structures and Algorithm Analysis (3)**

A study of basic data structures, graphs, algorithm design and analysis, memory management, and system design.

Prerequisite: CSCI 202. Offered: Fall.

### **CSCI 423 - Survey of Programming Languages (3)**

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

Prerequisite: CSCI 201. Offered: Spring, Odd Years.

### **CSCI 425 - Programming for Android Devices (3)**

A study of the basics of Android programming. Emphasis on how to design and implement an app both for Android phone and Android tablet. Topics will include designing graphical user interfaces, flow control and data structures, working with multimedia, and basic graphics.

Prerequisite: CSCI 201. Offered: Spring, Odd Years.

### **CSCI 426 - iPhone and iPad Programming (3)**

A study of the basic programming technologies used for programming iPhone and iPad apps. Emphasis on how to design and implement an app for these devices. Topics will include designing graphical user interfaces, flow control and data structures, working with multimedia, databases, and World Wide Web.

Prerequisite: CSCI 201. Offered: As Needed.

### **CSCI 440 - Artificial Intelligence (3)**

Basic concepts and techniques of artificial intelligence. Natural language, search strategies and control, and applications.

Prerequisite: CSCI 201. Offered: Spring, Odd Years.

### **CSCI 445 - Machine Learning (3)**

This class will familiarize students with a broad cross-section of models and algorithms for machine learning, and prepare students for research or industry application of machine learning techniques. Topics will include supervised learning techniques like parametric/nonparametric learning, neural networks and support vector machines and unsupervised learning techniques like clustering and dimensionality reduction. Students will implement machine learning algorithms in a modern programming language like Python.

Prerequisite: CSCI 201 and MATH 331. Offered: As Needed.

### **CSCI 450 - Compiler Design (3)**

Principles of compiler construction and the building of operating systems.

Prerequisite: CSCI 380 and CSCI 361. Offered: As Needed.

### **CSCI 460 - Data Communications and Networking (3)**

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing.

Prerequisite: CSCI 201. Offered: Spring, Even Years.

### **CSCI 471 - Software Engineering (3)**

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed.

Prerequisite: CSCI 380. Designations: WI3. Offered: Fall.

### **CSCI 480 - Topics in Computer Science (3)**

A specialized study of various computer science developments. Topics will vary from semester to semester. Students may take the course more than once.

Offered: As Needed.

### **CSCI 481 - Capstone Project in Computer Science (1)**

In this class, the student will build medium-sized fully functional software. Under the supervision of the instructor, the student will choose the problem and then go through all the phases of software development: requirement analysis, design, implementation, and testing. The student will need to develop both design documents like use cases and various UML diagrams and working, fully tested computer code with graphical user interface.

Prerequisite: CSCI 471. Designations: WI3, PRE . Offered: As Needed.

### **CSCI 497 - Internship in Computer Science (3)**

By special arrangement with the approval of the department chair.

Designations: PRE . Offered: As Needed.

### **CSCI 498 - Internship in Computer Science (3)**

By special arrangement with the approval of the department chair.

Offered: As Needed.

## DIMS - Dimensions

**DIMS 111 - Dimensions (As Dimensions does not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A “P” (i.e., passing) in four Dimensions courses indicates fulfillment of the graduation requirement. Students receiving an “F” in Dimensions must repeat the course the following semester.)**

The purpose of Dimensions is to nurture persons spiritually, intellectually, and culturally in the context of the Christian faith and to promote a sense of community. Satisfactory attendance at Dimensions program offerings is a graduation requirement. Students must attend at least 10 programs per semester. Every student automatically will be registered for a Dimensions course each semester until four semesters have been successfully completed. Transfer students must satisfactorily complete a Dimensions course each semester until they graduate or until four semesters have been successfully completed. Part-time students must complete a Dimensions course for every 15 hours of credit earned at Gardner-Webb until four semesters of Dimensions have been successfully completed. (The Dimensions courses are numbered 111-114).

Offered: Fall and Spring.

**DIMS 112 - Dimensions (As Dimensions does not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A “P” (i.e., passing) in four Dimensions courses indicates fulfillment of the graduation requirement. Students receiving an “F” in Dimensions must repeat the course the following semester.)**

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Offered: Fall and Spring.

**DIMS 113 - Dimensions (As Dimensions does not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A “P” (i.e., passing) in four Dimensions courses indicates fulfillment of the graduation requirement. Students receiving an “F” in Dimensions must repeat the course the following semester.)**

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Offered: Fall and Spring.

**DIMS 114 - Dimensions (As Dimensions does not carry credit hours, the Pass/Fail grades do not provide quality points nor are they figured into GPA calculations. A “P” (i.e., passing) in four Dimensions courses indicates fulfillment of the graduation requirement. Students receiving an “F” in Dimensions must repeat the course the following semester.)**

The purpose of Dimensions is to nurture persons spiritually, intellectually, and culturally in the context of the Christian faith and to promote a sense of community. Satisfactory attendance at Dimensions program offerings is a graduation requirement. Students must attend at least 10 programs per semester. Every student automatically will be registered for a Dimensions course each semester until four semesters have been successfully completed. Transfer students must satisfactorily complete a Dimensions course each semester until they graduate or until four semesters have been successfully completed. Part-time students must complete a Dimensions course for every 15 hours of credit earned at Gardner-Webb until four semesters of Dimensions have been successfully completed. (The Dimensions courses are numbered 111-114).

Offered: Fall and Spring.

## ECED - Exceptional Children

## Education

### **ECED 270 - Critical Components of Special Education (3)**

This course is designed to provide a foundational understanding of the components of special education while providing opportunities to explore and research various critical issues and trends that impact the field. Students will analyze the laws and policies regarding the education of students with disabilities. Principles regarding Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE) will be examined and evaluated. An understanding of various categories of disability with a focus on high-incidence disabilities will be developed. Students will determine the appropriateness of special education eligibility by examining the referral to placement process.

Prerequisite: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better. Offered: As Needed.

### **ECED 370 - Specially Designed Instruction for Exceptional Learners (4)**

This course is designed to investigate and explore a variety of assessment and evaluation procedures used to determine the needs of the exceptional learner. A focus of this course will be understanding the definition of specially designed instruction as the primary justification to providing special education services to a student with a disability. Emphasis will be placed on curriculum based assessments, progress monitoring, observation techniques, and the use of formative and summative evaluations to design appropriate learning experiences that meet the individual needs of the exceptional learner. Evaluation types for the monitoring of progress towards IEP goals as required by federal and state regulations, as well as the requirements for reporting progress will be analyzed. Types of modifications and accommodations will be evaluated and analyzed in order to determine which compliment curriculum, assessment, and are necessary to allow students access to the general education curriculum and environment. The learner will become familiar with federal and state regulations, as well as the policies governing testing participations, accommodations, and modifications which mandate requirements for assigning, implementing, and monitoring accommodations and modifications as outlined in an Individualized Education Plan (IEP) or 504 Plan.

Prerequisite: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better; ECED 270 with a "C" or better. Offered: As Needed.

### **ECED 380 - Communication and Collaboration with Stakeholders (3)**

This course is designed to provide communication strategies that should be used when working with the family, caregivers, related service providers, and outside support agencies of students with special needs. Professionals who support the student and the family will be identified. Techniques for involving professionals and other support persons who work with the exceptional needs student and the family will be explored. Community agencies and support systems for the student as well as family will be analyzed. The importance of conferencing with the family and professionals will be examined. The role of the educator in connecting families with appropriate school-based and community-based resources will be developed. The role of the surrogate parent in the IEP process will be analyzed.

Prerequisite: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better; ECED 270 with a "C" or better. Offered: As Needed.

### **ECED 425 - Providing Instruction - Continuum of Alternative Exceptional Children Placements (4)**

This course is designed to provide a foundational understanding of the components of special education while providing opportunities to explore and research various critical issues and trends that impact the field. Students will analyze the laws and policies regarding the education of students with disabilities. Principles regarding Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE) will be examined and evaluated. An understanding of various categories of disability with a focus on high-incidence disabilities will be developed. Students will determine the appropriateness of special education eligibility by examining the referral to placement process.

Prerequisite: EDUC 250 with a "C" or better; EDUC 350 with a "C" or better; EDUC 270 with a "C" or better. Offered: As Needed.

## ECON - Economics

### **ECON 201 - Free Enterprise (3)**

Explores the economic implications, history, and philosophy of the free enterprise system. For non-business and beginning business majors.

Offered: As Needed.

### **ECON 203 - Principles of Economics I (Economics and the Free Market System) (3)**

Explores the economic implications, history, and philosophy of the free enterprise system with special attention to national income theory; money, banking, and the Federal Reserve system; Keynesian and Classical theories and the mechanics of the business cycle.

Offered: Fall and Spring.

**ECON 204 - Principles of Economics II (3)**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution.

Prerequisite: ECON 203. Offered: Fall and Spring.

**ECON 302 - Money and Banking (3)**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance.

Prerequisite: ECON 204. Offered: Spring, Even Years.

**ECON 303 - Intermediate Microeconomics (3)**

Topics include microeconomics analysis, utility and price theory, resource allocation for optimization.

Prerequisite: ECON 203 and ECON 204. Offered: Spring, Odd Years.

**ECON 304 - Intermediate Macroeconomics (3)**

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning.

Prerequisite: ECON 204. Offered: Fall, As Needed.

**ECON 311 - Labor Economics (3)**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages.

Prerequisite: ECON 204. Offered: As Needed.

**ECON 401 - International Economics (3)**

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

Prerequisite: ECON 204. Offered: Fall.

**ECON 402 - Managerial Economics (3)**

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty.

Prerequisite: ECON 303. Offered: Fall, Even Years.

**ECON 403 - National Income and Employment Analysis (3)**

Study of national income concepts, determination of national income, employment, balance of payments.

Prerequisite: ECON 204. Offered: As Needed.

**ECON 404 - Economic Development (3)**

A study of the process of economic development including the historical and economic factors underlying economic development. An examination of possible strategies for economic growth and development.

Offered: As Needed.

**ECON 405 - Environmental and Natural Resource Economics (3)**

The economic theory of confrontation of pollution, resource exploitation, land use. The emphasis is on examination of market failure and possible alternatives to markets in solving the problems of pollution and natural resource use.

Offered: As Needed.

**ECON 480 - Contemporary Economic Problems (3)**

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations.

Prerequisite: ECON 204. Offered: As Needed.

## EDUC - Education

**EDUC 250 - Teaching in the 21st Century Schools (4)**

A course designed to be the candidate's first course orienting them to education as a profession, to Gardner-Webb University's School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a clinical experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area, particularly in relation to the North Carolina Standard Course of Study. Because this course sets up all future expectations in the School of Education, it is the prerequisite for all other education courses and no transfer credit will be accepted for this course. (All teacher candidates, regardless of the area of licensure, will be charged a non-refundable Clinical Assessment Fee in EDUC 250 Teaching in 21st Century Schools. This fee will cover the candidate's subscription to TaskStream, as well as the required background checks. In addition, Elementary and Middle Grades candidates are required to have an iPad or tablet with video capabilities for every EDUC course with the exception of EDUC 250 Teaching in the 21st century.) It is highly suggested to take MATH 204 concurrently with this course. Candidates are suggested to take this course during their second semester of freshman year. Eight (8) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.



Offered: Fall and Spring.

### **EDUC 251 - Introduction to Effective Teaching and Learning (1)**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to provide an introduction to the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course.

Prerequisite: "C" or better in EDUC 250. Offered: Fall and Spring.

### **EDUC 252 - Applying Principles of Effective Teaching and Learning (1)**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to reinforce the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course.

Prerequisite: "C" or better in EDUC 251. Offered: Fall and Spring.

### **EDUC 302 - Literacy Foundations (3)**

This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development, and the methods of teaching various literacy skills to students in grades K-2. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. Nine (9) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better.  
Designations: IL3. Offered: Fall and Spring.

### **EDUC 306 - Literacy and Language Arts for K-9 (4)**

This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Emphasis will be placed on upper elementary and middle grades literacy development with regards to curriculum and standards. A device capable of recording is required for this course. Twelve (12) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 302 with a grade of "C" or better and EDUC 250 with grade of "C" or better. Offered: Fall and Spring.

### **EDUC 310 - Fine Arts Integration Seminar (1)**

This seminar is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior.

Prerequisite: "C" or better in EDUC 250. Offered: As Needed.

**EDUC 311 - Fine Arts Integration in 21st Century Schools (3)**

This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. An iPad is required for this course. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better.  
Offered: Spring.

**EDUC 312 - Practicum in Literacy (K-9) (3)**

A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-9 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement, diagnostic instruments, standard and informal assessment procedures, and materials and methods of literacy instruction. Candidates will work with individual students and/or small groups in the public school classroom. (A materials fee will be charged for this class.) A device capable of recording is required for this course. Thirty five (35) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250, EDUC 302, and EDU 306 with grade of "C" or better; Scores from NC Foundations of Reading exam. For Elementary candidates only.. Offered: Fall and Spring.

**EDUC 316 - Teaching Reading and Writing in the Content Areas (3)**

A course designed to give an overview of reading and writing development; to aid in integrating content areas with reading and writing techniques; and to explore the implications of research for teaching at the middle and secondary levels. Middle Grades Language Arts candidates are required to register for ENGL 391 while taking this course. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better.  
Designations: IL3. Offered: Spring.

**EDUC 350 - Diverse Populations in 21st Century Schools (4)**

A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st century schools. This diversity includes cultural, socio-economic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates' articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. Twelve (12) hours Clinical Experience required. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better.  
Offered: Fall and Spring.

### **EDUC 375 - Classroom Leadership Seminar for Elementary and Middle Grades (2)**

This class is designed to assist Elementary and Middle Grades candidates in understanding approaches to classroom management, techniques, and procedures for establishing a supportive and positive classroom climate. Candidates will engage in multidisciplinary methods to research, evaluate, and create classroom management practices and plans to promote a positive and safe climate for all learners. Candidates will demonstrate knowledge of typical and atypical patterns of behavior, causes and effects, and how these patterns impact instruction and learning. In addition, teacher candidates will evaluate the importance of the family and other support systems when managing student behaviors and determine how the family can support the classroom environment. Six (6) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: "C" or better in EDUC 250. Offered: Fall and Spring.

### **EDUC 410 - Introduction to Curriculum Integration and Assessment (3)**

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. Three (3) hours Clinical Experience required. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better. Designations: WI3. Offered: Fall.

### **EDUC 432 - Methods of Teaching Secondary (3)**

A study of current methods and materials for approved subject areas in secondary school. Emphasis will be placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: Admission to Teacher Education; EDUC 250 with grade of "C" or better. Offered: Spring.

### **EDUC 435 - Facilitating Learning in 21st Century Schools (4)**

Birth-Kindergarten, Elementary, and Middle Grades Education candidates will build on knowledge of individual student development gained in EDUC 350 Diverse Populations in 21st Century Schools, candidates will apply that knowledge as they assess particular individual student needs and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance, utilization of a variety of planning models, methods, and materials, exposure to various aspects of management that will be encountered during instruction, an integration of technology and instruction that leads to application of critical thinking and problem solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching experience. An iPad is required for this course. Sixty (60) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better. Designations: WI3. Offered: Fall and Spring.

### **EDUC 440 - Classroom Management (3)**

This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better. Offered: Fall.

### **EDUC 450 - Student Teaching (12)**

A 16-week period of full-time supervised teaching at the appropriate level. The Student Teaching Handbook will provide the guidelines for this course. This course meets the Professional Readiness Experience graduation requirement.

Prerequisite: EDUC 250 with grade of "C" or better, admission to Teacher Education for at least one year prior to student teaching, and all other coursework completed. Application deadlines are announced by the School of Education. Candidates will be charged an edTPA Assessment Fee. Attendance at student teaching seminars required.. Designations: PRE . Offered: Fall and Spring.

## ENGL - English

### ENGL 101 - Composition I (3)

Introduction to expository writing by process method. Grammar and mechanics.

Offered: Fall and Spring.

### ENGL 102 - Composition II (3)

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations, and research skills. Analysis of literary and non-literary texts.

Prerequisite: ENGL 101. Offered: Fall and Spring.

### ENGL 201 - Introduction to English Studies (3)

An introduction to the many facets of English study, including research and writing methodologies, a working vocabulary of literary terms, stylistics and mechanics, the nature of the discipline, and career options. Required for all English majors; recommended for minors and students contemplating an English major or minor. Should be taken as soon as it is offered upon declaring the major or minor.

Prerequisite: ENGL 102. Designations: WI3. Offered: Fall.

### ENGL 205 - Creative Writing (3)

Introduction to fundamental techniques of writing fiction, poetry, and drama.

Prerequisite: ENGL 102 or permission of instructor. Offered: Fall.

### ENGL 211 - British Literature Survey I (3)

Representative writers from the beginnings through the eighteenth century.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 212 - British Literature Survey II (3)

Representative writers from the late eighteenth century to the present.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 231 - American Literature Survey I (3)

Representative writers from the Colonial period to Whitman.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 232 - American Literature Survey II (3)

Representative writers from Walt Whitman to the present.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 240 - Survey of Topics in Literature (3)

This course will survey a cultural topic through literature that focuses on a time period, theme, writer, or region.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 251 - World Literature Survey I (3)

Literature from ancient times through the 16th century in Western and non-Western cultures, excluding British and American.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 252 - World Literature Survey II (3)

This course is the second of the World Literature survey courses, which covers material from 1650 through contemporary literatures. Selected works of literature from the Middle East, Europe, Latin America, Africa, India, Asia, the Pacific Islands, and Indigenous Peoples with emphasis on non-European literatures. This course excludes literature from the United States and England.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### ENGL 270 - Rhetoric (3)

Development of skill in rhetoric, the ancient art or discipline that deals with the use of discourse to inform or persuade or motivate an audience.

Prerequisite: ENGL 102. Offered: Spring.

### ENGL 301 - Creative Nonfiction (3)

Intensive practice in and analysis of creative nonfiction writing with emphasis on process, structure, style, audience, and maturity of expression.

Prerequisite: ENGL 102. Offered: As Needed.

### ENGL 303 - Professional Writing (3)

Study of appropriate genres and techniques of writing and editing utilized in a variety of professional occupations: desktop publishing, advanced writing skills, articles, brochures, presentation materials based on research, and newsletters.

Prerequisite: ENGL 102. Offered: Spring, Odd Years.

### ENGL 304 - Literary Magazine Staff (1)

Experience and instruction in the editing and design of literary magazines, focused on the production of the Gardner-Webb University literary magazine, Broad River Review.

Prerequisite: ENGL 102. Offered: Fall and Spring.

### **ENGL 306 - Poetry Writing (3)**

Introduction to the conventions of poetry, in both free verse and fixed forms. Students read and write poetry in a workshop setting using a variety of techniques.

Prerequisite: ENGL 305 or permission of the instructor.  
Offered: As Needed.

### **ENGL 307 - Topics in Creative Writing (3)**

Study of writing topics and genres; provides students further opportunities to develop their skills as writers. Focus will vary; possible topics will include Novel Writing, Flash Fiction, Hybrid Genres, and Poetic Forms.

Prerequisite: ENGL 305. Offered: As Needed.

### **ENGL 308 - Newswriting (3)**

Fundamentals of gathering and writing the news. Topics will include news values, writing leads, story structure, conducting and using interviews, story types, effective journalistic style, and copy editing using the Associated Press stylebook. Enrolled students will be contributing writers for the campus newspaper.

Prerequisite: ENGL 102. Offered: Fall, Odd Years.

### **ENGL 309 - Fiction Writing (3)**

Introduction to the conventions of contemporary short fiction. Students read and write short stories in a workshop setting using basic terminology.

Prerequisite: ENGL 305 or permission of the instructor.  
Offered: As Needed.

### **ENGL 311 - Medieval British Literature (3)**

Study of Beowulf and other Anglo-Saxon achievements; medieval drama, romance, poetry, and Chaucer.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 312 - British Literature from 1550 to 1660 (3)**

Study of poetry, drama, and selected prose from Shakespeare's contemporaries through Milton.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 314 - Restoration and Eighteenth-Century British Literature (3)**

Selected poetry, essays and drama; includes Pope, Swift, Johnson, Goldsmith, others.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 315 - British Romanticism (3)**

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 316 - Victorian Literature (3)**

Poetry of Browning, Tennyson, Arnold, others; selected prose.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 331 - Modern British and American Literature (3)**

Study of representative modern writers from the beginning of the twentieth century through WWII, such as Yeats, Woolf, Eliot, Joyce, Faulkner, Welty, and Cather.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 333 - Foundations of American Culture (3)**

A cultural/historical study of American Renaissance writers such as Hawthorne, Emerson, Stowe, Whitman, Thoreau, Dickinson, Melville, Southworth, Fern, Jacobs, and Douglas. Emphasis on the philosophical underpinnings of American culture.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 335 - Faces of Southern Literature (3)**

Study of varying aspects of Southern Literature with focus on themes, cultural populations, genres, or other regional traits.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 339 - Topics in American Literature (3)**

Study by genre, ethnicity, sexuality, theme, or period of one or more of the diverse aspects of past and present American Literature.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 344 - Studies in Contemporary Literature (1)**

A focused and in-depth study of one contemporary author's work. The selected author usually will coincide with the Gardner-Webb University Visiting Writers Series. May be repeated up to three times.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 354 - Mythology (3)**

An introductory course, emphasizing Greek mythology, but including myths of other cultures. Students will be expected not only to know the myths, but also to examine the role of myth in the lives of humans and human communities, past and present, through their research and class discussion.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 356 - Literature And Colonization (3)**

Study of the interaction between literature and colonization. May vary in period and may focus on a particular region, author, or theme.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 357 - Caribbean Literature (3)**

Study of major writers and theories of Caribbean literature, including fiction, poetry, plays, and nonfiction. May vary in period and topic, but historical questions of colonization, Disapora, race, class, and gender will be discussed.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 359 - Topics in World Literature (3)**

Exploration of modern literary works from a global perspective. Themes, writers, and regions represented will vary. (Opportunities will be provided for the English Education major to examine practical applications of the course content in the secondary classroom.)

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 363 - Rhetorical Grammar (3)**

Study of the English language. Emphasizes grammar, structure of sentences, word classes, punctuation and rhetorical effects.

Prerequisite: ENGL 102. Offered: Fall, Odd Years.

**ENGL 364 - Language and Literacy Through the Twenty-First Century (3)**

An introduction to the English language beginning with its development from Proto- Indo- European and movement over the centuries to Modern English. Emphasis on the sociotechnological landscape and the way its changing nature continually influences language and literacy. (Opportunities will be provided for the English Education and other teacher education majors to examine practical applications of the course content in the classroom.)

Prerequisite: ENGL 102. Offered: Spring, Odd Years.

**ENGL 373 - Studies in Folklore (3)**

An introductory course emphasizing verbal folklore such as folktales, legends, and songs in diverse cultures. Focus may be regional, general, or literary as interests dictate.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 375 - Studies in the British Novel (3)**

The British novel taught by periods, themes, or authors as determined by the instructor.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 377 - Studies in the American Novel (3)**

An investigation of the American novel by periods, authors, or topics as determined by the instructor.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 378 - Topics in Literary Theory (3)**

A focused study of a particular literary theory, critic, or debate, as determined by the instructor, with application to literary texts.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 379 - Topics in Film (1)**

Ongoing discussion of cinema based on selected films. Topics will vary depending on focus of selections.

Prerequisite: ENGL 102. Cross-Listed as: COMM 359. Offered: As Needed.

**ENGL 391 - Senior Capstone I (2)**

Studies in the exploration, research, development, and presentation of a prospectus for a major research and analytical essay on a subject appropriate to the major. May not be taken before second semester of junior year. ENGL 391/ENGL 491 substitutes for HONR 400/HONR 401; however, English majors intending to graduate with Honors must complete a minimum of 27 hours in Honors courses in addition to ENGL 391/ENGL 491.

Prerequisite: ENGL 201 for all students and EDUC 250 for English Education majors. Designations: IL3. Offered: Fall and Spring.

**ENGL 392 - Literary Travel (1-3)**

A visit of at least a week's duration focusing on places of literary significance. Requires readings, a journal, and a paper assigned by the instructor.

Offered: As Needed.

**ENGL 393 - Independent Study (1-3)**

Independent study with one or more professors for students pursuing research/creative work unavailable as part of the regular class schedule or in greater depth than in classes regularly offered by the department.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 409 - Feature Writing (3)**

Feature article writing for newspapers and magazines. Course emphasizes writing for publication. Workshop format affords students opportunity to pursue special journalistic writing interests such as sports or religious journalism.

Prerequisite: ENGL 203 or permission of instructor. Offered: Spring, even years.

**ENGL 411 - Seminar in British Literature (3)**

Advanced study of a selected subject in British literature with emphasis on individual research, reports, scholarly exchange, and analytical discussion.

Prerequisite: ENGL 102. Offered: As Needed.

**ENGL 413 - Shakespeare (3)**

Study of representative plays and poetry.

Prerequisite: ENGL 102. Offered: Spring, Odd Years.

### **ENGL 425 - Visual Rhetoric (3)**

Focused study of document layout and design as taught in professional and technical writing courses. This course prepares students with practical skills for creating a range of genres emerging in public writing. Grounded in theory that reflects writing studies, students also learn to analyze genres emerging in English studies that are image-centric, such as graphic novels.

Prerequisite: ENGL 102. Offered: Spring, Even Years.

### **ENGL 427 - Multimodal Composition (3)**

Focused study on ways that modes (i.e., linguistic, visual, aural, spatial, and gestural) work together to create complex compositions. Students learn theories-influenced by the work of social semioticians, rhetoricians, and linguists-that invite them to think critically as composers about their future choices in modal designs as they are influenced by contexts, audience, culture, history, and materiality. In addition, students create their own multimodal compositions that reflect their career interests/concentrations.

Prerequisite: ENGL 102. Offered: Spring, Odd Years.

### **ENGL 429 - Topics in New Media Studies (3)**

Examination of theories and concepts in new media studies as a field within rhetoric and composition. In addition, students will produce new media texts related to rhetorical, functional, and theoretical frameworks for understanding new media. Topics vary to represent different mediums and digital spaces.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 431 - Seminar in American Literature (3)**

Advanced study of a selected subject in American literature with emphasis on individual and group research, reports, scholarly exchange, and analytical discussion.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 434 - African American Literature (3)**

Representative African American works from the 18th Century to the present: nonfiction, poetry, lyrics, plays, short fiction, and novels.

Prerequisite: ENGL 102. Offered: As Needed.

### **ENGL 471 - Literary Theory (3)**

A study of fundamental 20th century theories--such as New Criticism, deconstruction, reader-response criticism, new historicism, gender theory, and others--with practical application of theories to a range of literary texts.

Prerequisite: ENGL 102. Offered: Fall.

### **ENGL 475 - Young Adult Literature (3)**

This course is designed to provide opportunities for students to engage in a thorough examination of the field of young adult literature. Opportunities will be provided for the student to examine practical and creative applications of the course content in order to enhance the presentation of literature in the secondary or middle grades classroom.

Prerequisite: ENGL 102. Offered: Spring, Even Years.

### **ENGL 481 - Classroom Methods and Management in Teaching English (4)**

Instruction in the techniques of teaching English in grades 9-12 in order to establish the types of classroom conditions and student behavior that provide optimal learning environments. Supervised field experience required.

Prerequisite: ENGL 102 and EDUC 250. Offered: Fall, Even Years.

### **ENGL 483 - The Teaching of Writing (3)**

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

Prerequisite: ENGL 102 and EDUC 250, As Needed. Offered: Spring, Even Years.

### **ENGL 491 - Senior Capstone II (2)**

Development of a research and analytical essay/presentation on a subject appropriate to the major. Supervised experience in the research, writing, and presentation processes. Required of all majors. ENGL 391/ENGL 491 substitutes for HONR 400/HONR 401; however, English majors intending to graduate with Honors must complete a minimum of 27 hours in Honors courses in addition to ENGL 391/ENGL 491.

Prerequisite: ENGL 391. Designations: WI3, IL3, PRE. Offered: Fall and Spring.

### **ENGL 493 - Internship (3)**

Experience involving supervised application of skills related to the English major within an organization outside the classroom.

Prerequisite: Approval of department. Application deadlines: November 1 for Spring; April 1 for Summer and Fall.. Designations: PRE. Offered: Fall, Spring, and Summer.

### **ENGL 494 - Senior Portfolio (1)**

Students will compile, revise, and edit a body of work into a senior portfolio. In addition, students will complete pre-professional activities such as a senior exit interview. Intended for majors and minors only. To be taken during the student's final semester.

Offered: Fall and Spring.

## **ESOL - English to Speakers of Other**

## Languages

### **ESOL 332 - ESL Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 332 as their first ESL K-6 practicum.

Prerequisite: EDUC 250. Designations: WI3. Offered: Spring.

### **ESOL 333 - ESL Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 333 as their second ESL K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 334 - ESL Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 334 as their third ESL K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 335 - ESL Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 335 as their first ESL 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 336 - ESL Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 336 as their second ESL 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 337 - ESL Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 337 as their third ESL 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 338 - ESL Methods/ Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 338 as their first ESL 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 339 - ESL Methods/ Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 339 as their second ESL 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 340 - ESL Methods/Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching ESL in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 340 as their third ESL 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **ESOL 400 - ESL Seminar (3)**

This course is designed to provide final preparation for the ESL Education student before beginning Student Teaching. Major topics covered will be linguistic differences in English and other languages, literacy and diversity, ESL law, ESL assessment devises, and how to be a resource for other disciplines. A basic knowledge of linguistics, reading theory, and diverse populations is required.

Prerequisite: ENGL 364, ENGL 363; EDUC 302, EDUC 306; SOCI 400; and ESOL 332, ESOL 335, ESOL 338, or permission of instructor. Designations: IL3, WI3. Offered: As Needed.



## EXSI - Exercise Science

### EXSI 200 - Introduction to Exercise Science (3)

Study of the field of Exercise Science and the many sub-disciplines that are associated with this term. Opportunities are provided to identify characteristics of exercise science professionals, diverse perspectives, and current trends in the field, in addition to developing laboratory and clinical skills. Emphasis is placed on career planning, employment opportunities, and learning fundamental laboratory and clinical procedures and skills.

Offered: Fall and Spring.

### EXSI 224 - Nutrition for Wellness and Performance (3)

Study of fundamental nutritional concepts with a special focus on contemporary issues relevant to developing professionals in Exercise Science professions; applications to the support of general wellness and physical performance throughout the lifespan. (Lab fee.)

Prerequisite: EXSI 200 or permission of instructor. Offered: Spring.

### EXSI 246 - Care and Prevention of Athletic Injuries (3)

Study of sport and physical activity related injuries, including basic anatomy of common injuries, evaluation techniques, preventive measures to reduce the incidences of injuries and a knowledge of basic treatment procedures and modalities used after injury occurs. Legal and ethical issues will also be discussed.

Prerequisite: BIOL 204 and EXSI 200 or permission of instructor. Offered: Fall.

### EXSI 306 - Exercise Physiology I (4)

Study of the scientific theories behind the body's acute and chronic physiological responses to exercise and training. Special emphasis will be given to bioenergetics, exercise metabolism, systems physiology, acid-base, and temperature regulation. Includes hands-on practical experience in the testing and evaluation of physiological concepts and skills.

Prerequisite: BIOL 204, CHEM 111, and EXSI 200 or permission of instructor. Designations: WI3. Offered: Fall.

### EXSI 310 - Exercise Testing and Prescription (4)

Study of the selection, administration, and interpretation of various health-related fitness assessments; provides the theoretical knowledge and practical skills to design personalized exercise programs that elicit specific physiologic responses and adaptations. Critical thinking, communication, evidence-based practice, and professionalism will be stressed throughout the assessment process, with an emphasis on prescribing safe and effective individualized exercise prescriptions and to prepare for the Certified Exercise Physiologist (EP-C) certification through the American College of Sports Medicine (ACSM). NOTE: The following may be required components of this course: criminal background check, 12-panel drug screen, immunization records.

Prerequisite: BIOL 204, CHEM 111, EXSI 200, and PHED 145 or permission of instructor. Offered: Fall.

### EXSI 315 - Motor Behavior (3)

An introductory study of basic concepts applicable to motor skill acquisition, motor control and motor development across the lifespan for students who aspire to become practitioners in movement-oriented professions.

Prerequisite: BIOL 203 and EXSI 200. Offered: Spring.

### EXSI 335 - Kinesiology (3)

Study of functional anatomy and biomechanical factors related to human performance. Emphasis will be placed on the analysis of the skeletal, muscular, and nervous systems and the biomechanical factors associated with how to achieve efficient motor performance/movement.

Prerequisite: BIOL 204 and EXSI 200 or permission of instructor. Offered: Fall.

### EXSI 345 - Healthcare Ethics (3)

This course will provide an overview of issues related to healthcare ethics and will outline an introductory approach to decision-making in clinical healthcare practice based on foundational and theological principles as they relate to the Christian worldview and responsibility in relation to selected ethical dilemmas.

Offered: Fall, Spring.

### EXSI 351 - Special Topics in Exercise Science (1-3)

Advanced study in selected current Exercise Science topics chosen on the basis of their impact on the health status of society and on their relevance to students. May be repeated for a maximum of nine (9) hours with no specific topic being taken more than once.

Offered: As Needed.

**EXSI 360 - Exercise Science Travel (1-3)**

A visit of at least a week's duration focusing on places of value and/or need for the exercise scientist to serve, learn, and/or practice relevant knowledge, skills, and abilities. Minimum requirements include readings, a reflective journal, and paper assigned by the instructor of record.

Prerequisite: EXSI 200 or permission of instructor. Offered: As Needed.

**EXSI 406 - Exercise Physiology II (4)**

Advanced study of the physiology of health, fitness, and performance. Special emphasis will be given to chronic disease risk factor analysis, laboratory assessments of fitness and performance, exercise prescription for healthy and special populations, environmental physiology, body composition and weight management, and ergogenic aids.

Prerequisite: EXSI 306 or permission of instructor. Offered: Spring.

**EXSI 410 - Exercise Programming for Special Populations (4)**

Study of exercise programming throughout the lifespan and management of problems created by disease, disability, and special health conditions. Includes a review of basic principles of exercise testing and prescription; methods for assessment of functional capacity of individuals with the most common health conditions presented to exercise scientists. Critical thinking, communication, evidence-based practice, and professionalism will be stressed throughout.

Prerequisite: EXSI 310 or permission of instructor. Offered: Spring.

**EXSI 420 - Strength and Conditioning Theory and Practice (3)**

Study of strength, speed, cardiovascular, and flexibility training through the use of concepts learned in exercise physiology, anatomy, and kinesiology, while also incorporating the psychological principles of peak performance. Emphasis on appropriate exercise program design, safe exercise technique, and ways to assess physical improvement in clients. Designed to prepare future professionals in various sub-disciplines of exercise science to apply scientifically sound principles to strength and conditioning programs and to sit for the Certified Strength and Conditioning Certification (CSCS) through the National Strength and Conditioning Association (NSCA).

Prerequisite: EXSI 306 and EXSI 335 or permission of instructor. Offered: Fall.

**EXSI 421 - Practicum in Exercise Science (1-3)**

Provides an educational experience for practical application of knowledge, skills, and abilities in scientific principles and concepts to human physical conditioning programs involving or related to Exercise Science career interests.

Prerequisite: Junior or senior Exercise Science majors; Program approval. Offered: As Needed.

**EXSI 432 - Research Methods in Exercise Science (3)**

Study of current issues and research in Exercise Science with the opportunity to synthesize knowledge, skills, and abilities in both classroom and practical settings; a written and oral presentation of a research proposal is required. Opportunities to enhance professional and personal development are provided.

Prerequisite: EXSI 306 or EXSI 335, Valid Adult CPR/AED certification, or permission of instructor. Designations: IL3, WI3. Offered: Spring.

**EXSI 444 - Exercise Science Capstone Seminar (2)**

Designed to demonstrate the student's accumulated training in Exercise Science through the completion of an approved National Certification examination. Opportunities to enhance professional and personal development are provided. To be completed the last semester of enrollment.

Prerequisite: Or Co-requisite: EXSI 432. Offered: Fall and Spring.

**EXSI 451 - Internship in Exercise Science (6)**

A supervised internship in a professional work environment which will provide the student with exposure to the job market in Exercise Science-related businesses and agencies. Students are responsible for 300 hours of work and are required to present detailed reports and reflections.

Prerequisite: EXSI 432, Senior Standing, and Valid Adult CPR/AED certification, or permission of instructor. Designations: PRE . Offered: Summer.

**EXSI 495 - Independent Study in Exercise Science (1-6)**

Designed to give students the opportunity to pursue research and/or studies that are not part of the University's traditional course offerings. Students work one-on-one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising instructor.

Prerequisite: Program Approval. Offered: As Needed.

**EXSI 497 - Exercise Science Research (3)**

This is the first of a two-semester sequence of courses designed to culminate with the presentation and defense of an Exercise Science Thesis. Students work one-on-one or in small groups with an Exercise Science faculty mentor to develop a thesis statement, review of literature, and methodology.

Prerequisite: Program Approval. Offered: Fall, Spring, and Summer.

### **EXSI 498 - Exercise Science Thesis (3)**

Designed to give students the opportunity to complete supervised original research towards the development of an Exercise Science Thesis. Students work one-on-one or in small groups with an Exercise Science faculty mentor to submit and defend a completed thesis.

Prerequisite: EXSI 497, an accepted thesis proposal from EXSI 432, or permission of instructor. Offered: Fall, Spring, and Summer.

## **FINC - Finance**

### **FINC 301 - Personal Finance (3)**

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

Offered: Spring, Even.

### **FINC 312 - Financial Management (3)**

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

Prerequisite: ACCT 213 and ACCT 214; ECON 203 and ECON 204. Offered: Fall and Spring.

### **FINC 313 - Financial Management II (3)**

This course is designed to expand the student's depth of knowledge and application of financial management concepts and techniques learned in the principles of corporate finance. This course will provide an in-depth study of ethics in finance, capital budgeting, capital structure, financial statement analysis, working capital management, financial forecasting, mergers and acquisitions, and multinational financial management.

Prerequisite: FINC 312 and CISS 300. Offered: Spring.

### **FINC 320 - Risk Management (3)**

This course will encompass practical issues as well as basic concepts and principals of risk management, including personal, business, and social viewpoints in regard to managing personal, financial, and enterprise risks.

Offered: Fall, Even Years.

### **FINC 335 - Finance and Economics of Sport (3)**

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies.

Cross-Listed as: SPMG 335. Offered: As Needed.

### **FINC 420 - Investments (3)**

Investment goals, strategies, and policies for individual investors are examined.

Prerequisite: FINC 312 or consent of the instructor. Offered: Spring, Even Years.

### **FINC 425 - Intermediate Corporate Finance (3)**

Application-oriented approach to understanding the complexities of obtaining and allocating financial resources. Cases confronting real-world financial issues will be utilized.

Prerequisite: FINC 312. Offered: Spring, Odd Years.

### **FINC 430 - Bank Management (3)**

An introduction to the dynamics of managing financial institutions within a competitive and quickly changing marketplace.

Prerequisite: FINC 312. Offered: As Needed.

### **FINC 460 - International Finance (3)**

Explores the role of financial institutions, markets, and strategies in the international context.

Prerequisite: FINC 312. Offered: Spring.

### **FINC 497 - Internship in Finance/Economics (3)**

The internship is based in a finance/economics setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex finance/economics organization.

Prerequisite: Junior standing or by department approval. Designations: PRE. Offered: As Needed.

## FREN - French

### **FREN 101 - Real World French: Get Ready! (3)**

This course is for true beginners who have had no French at all or those who have had extremely minimal experiences in French. The course covers basic language features such as pronunciation, high-frequency basic vocabulary and expressions, minimal survival skills in basic French (present tense), and general understanding of French-speaking cultures around the world. Students will gain basic survival skills for visiting the Francophone world. No Prerequisites.

Offered: Fall and Spring.

### **FREN 102 - Real World French: Get Set! (3)**

This course is for students who have had two or three courses of French study in high school for FREN 101. The course covers a thorough review of French basics including use of present tense interactions with high frequency expressions, vocabulary and basic question formation. Students will build upon their knowledge by linking ideas and developing the ability to tell stories in the present and the past. Students will learn more about the French-speaking world and learn how to function in Francophone cultures, making friends and interacting beyond the survival level. Some basic use of professional French is covered. Prerequisites: FREN 101 or 2 semesters high school French

Prerequisite: FREN 101 or satisfactory score on placement test. Offered: Fall and Spring.

### **FREN 201 - Real World French: Let's Go! (3)**

This course is for students who have completed three or four semesters of high school French or FREN 102. The course covers a complete review of the basics, including controlling narration in the present and past tenses, interacting in French, and basic vocabulary. Students will further develop their French skills by learning to hypothesize and plan for the future. They will learn to function better in the Francophone world, developing a facility for language use that will aid them in their interactions with French-speaking people. They will be able to give options and advice, and make basic preparations for working with Francophone people and cultures. Prerequisites: FREN 102 or 3 or more semesters of high school French.

Prerequisite: FREN 102 or satisfactory score on placement test. Offered: Fall and Spring.

### **FREN 202 - Real World French: Transitions (3)**

This course serves as a bridge between basic and advanced courses in French. Its goal is to prepare students for upper-level French conversation, culture, and literature classes. It is taught in French with one hour of lab per week.

Prerequisite: FREN 201 or permission of department. Offered: Fall and Spring.

### **FREN 300 - Aspects of French Culture and Language (3)**

An introduction to selected aspects of French Culture, including the rudiments of the French language. No prior knowledge of French is required.

Offered: As Needed.

### **FREN 301 - Intensive French: Texts and Contexts (3)**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary.

Prerequisite: FREN 202 or permission of department. Offered: As Needed.

### **FREN 302 - Advanced French Expression (3)**

Advanced study of the precision of spoken and written French with an introduction to literary and cultural studies.

Prerequisite: FREN 202 or permission of department. Designations: IL3. Offered: As Needed.

### **FREN 305 - Products, Practices, and Perspectives of France (3)**

History and civilization of France.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

### **FREN 306 - Products, Practices, and Perspectives of the Francophone World (3)**

History and civilization of the Francophone world.

Prerequisite: FREN 301 and FREN 302 or permission of department. Offered: As Needed.

### **FREN 309 - Contemporary France (3)**

A study of France in the 20th and 21st centuries and its role in today's world.

Prerequisite: FREN 301 and FREN 302 or permission of department. Offered: As Needed.

### **FREN 310 - French for Careers (3)**

Advanced study of the French language as needed for professional careers.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

### **FREN 311 - French Study Abroad (6)**

Intensive language study, real-world living experience, and travel at the École Internationale de Français in Trois-Rivières, Quebec (Canada) or in Strasbourg (France).

Offered: As Needed.

**FREN 312 - French Study Abroad (6)**

Intensive language study, real-world living experience, and travel at the École Internationale de Français in Trois-Rivières, Quebec (Canada) or in Strasbourg (France).

Offered: As Needed.

**FREN 315 - Lights, Camera, Action! Studies in French Film (3)**

An in-depth study of cinematic productions in French.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

**FREN 320 - International Experience (1-3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

**FREN 321 - International Experience (1-3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

**FREN 332 - French Methods/ Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 332 as their first French K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 333 - French Methods/ Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 333 as their second French K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 334 - French Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 334 as their third French K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 335 - French Methods/ Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 335 as their first French 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 336 - French Methods/ Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 336 as their second French 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 337 - French Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 337 as their third French 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 338 - French Methods/ Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 338 as their first French 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 339 - French Methods/ Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 339 as their second French 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 400 - French Methods/ Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching French in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 400 as their third French 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**FREN 403 - Advanced French Oral Expression (3)**

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic French vocabulary.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

**FREN 409 - Seminar in French: Special Topics (3)**

Study by genre, ethnicity, gender, theme, or period of one or more of the diverse aspects of past and/or present France and/or Francophone countries. Can be taken up to three times for a total of nine hours if different topics are offered.

Prerequisite: FREN 301 and FREN 302 or permission of department. Offered: As Needed.

**FREN 410 - Voices That Formed Our World: Texts of France (3)**

A chronological and/or thematic study of selected texts from France with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

**FREN 420 - Rediscovering New Worlds (3)**

A chronological and/or thematic study of selected texts from the Francophone world with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

**FREN 430 - Advanced Studies in Francophone Peoples and Cultures I (3)**

Readings and discussions of selected texts with extensive written and oral work in French.

Prerequisite: FREN 301 and FREN 302 or permission of the department. Offered: As Needed.

**FREN 440 - Advanced Studies in Francophone Peoples and Cultures II (3)**

Readings and discussions of selected texts with extensive written and oral work in French.

Prerequisite: FREN 301, FREN 302, and FREN 430 or permission of the department. Offered: As Needed.

**FREN 495 - Independent Study I (3 )**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need.

Prerequisite: Permission of department required. Offered: As Needed.

**FREN 496 - Independent Study II (3 )**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need.

Prerequisite: FREN 495 and permission of department required. Offered: As Needed.

**GEOG - Geography****GEOG 101 - Introduction to Physical Geography (3)**

This course examines Earth's four major geosystems, the atmosphere, hydrosphere, lithosphere, and biosphere, and their interrelationships that control and affect patterns of climate, water, landforms, soils, and biota across a spatial continuum.

Offered: Fall.

**GEOG 102 - World Regional Geography (3)**

This course is an introduction to the major regions and countries of the world with emphasis on the spatial interaction between a region's population, place, location, culture, and economic system and Earth's environment.

Offered: Spring.

**GEOG 430 - Special Topics (3)**

A specialized study of various developments in geography. Topics vary from semester to semester.

Offered: As Needed.

**GEOL - Geology****GEOL 101 - Physical Geology (4)**

Survey of the distributions, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, the use of geologic and topographic maps, and environmental issues are considered. Lab included.

Offered: Fall and Spring; Summers variable.

### **GEOL 102 - Historical Geology (4)**

A survey of geologic history of the earth. Emphasis on plate tectonics and the evolution of life throughout geologic times. Lab included.

Offered: As Needed.

### **GEOL 105 - Oceanography and Meteorology (4)**

Survey of basic concepts of physical oceanography and meteorology with emphasis on physical and chemical bases of the disciplines. Lab included.

Offered: Fall and Spring; Summers variable.

### **GEOL 106 - Environmental Geology (4)**

Intended for non-science majors to fulfill a physical science requirement. This course will blend basic concepts in geology and earth science with their implications in environmental issues including soil loss, water resource depletion and contamination, mining and petroleum issues, geological hazards, beach erosion, energy resources such as nuclear, fossil fuels, and alternative energy, etc. Lab included.

Offered: As Needed.

### **GEOL 405 - Topics in Geology (3-4)**

Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest.

Offered: As Needed.

## **GERM - German**

### **GERM 101 - Real World German: Get Ready! (3)**

This course is for true beginners who have had no German at all or those who have had extremely minimal experiences in German. The course covers basic language features such as pronunciation, high-frequency basic vocabulary and expressions, minimal survival skills in basic German (present tense), and general understanding of German-speaking cultures. Students will gain basic survival skills for visiting the German speaking countries. No Prerequisites.

Offered: Fall and Spring.

### **GERM 102 - Real World German: Get Set! (3)**

This course is for students who have had two or three courses of German study in high school or GERM 101. The course covers a thorough review of German basics including use of present tense interactions with high frequency expressions, vocabulary and basic question formation. Students will build upon their knowledge by linking ideas and developing the ability to tell stories in the present and the past. Students will learn more about the German-speaking world and learn how to function in German speaking cultures, making friends and interacting beyond the survival level. Some basic use of professional German is covered. Prerequisites: GERM 101 or 2 semesters high school German

Prerequisite: GERM 101 or satisfactory score on placement test. Offered: Fall and Spring.

### **GERM 201 - Real World German: Let's Go! (3)**

This course is for students who have completed three or four semesters of high school German or GERM 102. The course covers a complete review of the basics, including controlling narration in the present and past tenses, interacting in German, and basic vocabulary. Students will further develop their German skills by learning to hypothesize and plan for the future. They will learn to function better in the German speaking countries, developing a facility for language use that will aid them in their interactions with German-speaking people. They will be able to give options and advice, and make basic preparations for working with German speaking people and cultures. Prerequisites: GERM 102 or 3 or more semesters of high school German.

Prerequisite: GERM 102 or satisfactory score on placement test. Offered: Fall and Spring.

### **GERM 202 - Real World German: Transitions (3)**

This course serves as a bridge between basic and advanced courses in German. Its goal is to prepare students for upper-level German conversation, culture, and literature classes. It is taught in German with one hour of lab per week.

Prerequisite: GERM 201 or permission of the department. Offered: As Needed.

### **GERM 300 - Aspects of German Culture and Language (3)**

An introduction to selected aspects of German Culture, including the rudiments of the German language. No prior knowledge of German is required.

Offered: As Needed.

**GERM 301 - Intensive German: Texts and Contexts (3)**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic German vocabulary.

Prerequisite: GERM 202 or permission of the department.  
Offered: As Needed.

**GERM 302 - Advanced German Expression (3)**

Advanced study of the precision of spoken and written German with an introduction to literary and cultural studies.

Prerequisite: GERM 202 or permission of the department.  
Offered: As Needed.

**GERM 311 - German Study Abroad (6)**

Intensive language study, real-world living experience, and travel at the University of Trier, Germany.

Offered: As Needed.

**GERM 312 - German Study Abroad (6)**

Intensive language study, real-world living experience, and travel at the University of Trier, Germany.

Offered: As Needed.

**GERM 315 - Lights, Camera, Action! Studies in German Film (3)**

An in-depth study of cinematic productions in German.

Prerequisite: GERM 301 and GERM 302 or permission of the department. Offered: As Needed.

**GERM 320 - International Experience (1-3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

**GERM 321 - International Experience (1-3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

**GERM 409 - Seminar in German: Special Topics (1-6)**

A specialized study of various aspects of German literature, culture, and language.

Offered: As Needed.

**GERM 495 - Independent Study I (3)**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need.

Prerequisite: Permission of department required. Offered: As Needed.

**GERM 496 - Independent Study II (3)**

Designed to enable a junior or senior student to undertake a specific research or intern project of professional interest and need.

Prerequisite: GERM 495 and permission of department required. Offered: As Needed.

**GLST - Global Studies****GLST 202 - International Relations and Comparative Politics (3)**

This course serves as an introduction to the study of important issues in modern international relations and comparative politics. The goal of the course is to give students the basic concepts and theories that we utilize to understand contemporary political phenomena at both the international and domestic levels. This course is meant to give students a solid foundation which will allow them to engage in further examination in more advanced classes. By the end of the course, students will be able to critique common academic and policy arguments about political phenomena, and will have acquired the tools to begin their own analyses.

Offered: As Needed.

**GLST 310 - International Organizations (3)**

This course studies the formation and activities of International Organizations, the role they play in addressing global problems, controversies surrounding them in the context of International Relations theory, and major challenges they face in meeting their objectives.

Offered: As Needed.

**GLST 325 - Democratization (3)**

This course covers the basic principles, theories, conceptual tools, and comparative methods useful for understanding the challenges of democracy, the process of democratization, and the process by which democracies degrade.

Offered: As needed.

**GLST 320 - Comparative Political Institutions (3)**

This course introduces students to political institutions from a comparative perspective. It examines major theoretical approaches to institutions and institutional design and the literature on core political institutions. Particular emphasis is placed on issues such as institutional change, the measurement and conceptualization of institutions, and the link between institutions, democratic representation, and other consequential outcomes of the policy process.

Offered: As Needed.



**GLST 340 - International Political Economy (3)**

This course studies how political context influences economic policy choice and performance. Rather than trying to investigate which economic policies are most efficient in a vacuum, the field of political economy seeks to investigate the linkage between economic policy and political power. The course focuses on the international rather than the domestic factors that lead countries to choose certain economic policies over others, and why those policies succeed (or do not). This course examines the economic interactions between developed and developing countries, autocracies, democracies, and those political systems which merge elements of each.

Offered: Fall.

**GLST 350 - International Conflict and Security (3)**

This course studies many of the factors that seem to create, worsen, or reduce military conflict between states. Students apply these factors in examining real-world scenarios, such as studying historical cases of war or assessing the prospects for future conflict in troubled areas of the world.

Offered: As Needed.

**GLST 380 - Model United Nations (1)**

The Model United Nations (MUN) course is designed as a simulation of the United Nations. Students examine the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns within the global community. Through research, discussion, negotiation, and debate, students develop position papers and resolutions to current global issues. Attendance at a Model UN conference offers students a unique opportunity to learn about complex international relations while role-playing United Nations delegates. Students may take this course more than once.

Offered: As Needed.

**GLST 381 - Political Violence (3)**

This course studies the forms of human conflict that occur outside of the traditional inter-state conflict. This will include repression, forced displacement, protest, rebellion, and terrorism. We will explore both academic and non-academic work in an attempt to understand the violent character of the world in which we live. In addition to gaining an understanding of the various phenomena covered during the course, students will become familiar with current and seminal academic research in the field of political violence.

Offered: Fall .

**GLST 384 - Human Rights (3)**

This course examines the philosophical concept as well as the concrete application of human rights in both the domestic and international arenas. The course traces the development of the philosophical ideas of human rights, as well as their legal foundations in the West and elsewhere, discusses the epistemology of human right scholarship, and explores existing theory and scholarship explaining the personal, ideological, and institutional factors that influence the prevalence of human rights abuses both in the developing and developed world. Students discuss the various institutions and enforcement mechanisms that seek to protect human rights and the effectiveness of human rights in a number of different arenas.

Offered: As Needed.

**GLST 430 - Special Topics (3)**

A specialized study of various developments in global studies. Topics will vary from semester to semester.

Offered: As Needed.

**GLST 450 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed for Global Studies and other departments through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**GLST 451 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed for Global Studies and other departments through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**GLST 490 - Global Studies Seminar (3)**

Guided reading, group discussion, independent research offer the senior student, and if determined by the Global Studies Coordinator to be necessary, the junior student, the opportunity to study more deeply and comprehensively the multidisciplinary character of the field.

Designations: IL3. Offered: As Needed.

**GLST 495 - Independent Study (3)**

Open to juniors and seniors who request are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. Offered: As Needed.

### **GLST 497 - Internship in Global Studies I (3)**

Three hours' credit may apply to the student's major.

Prerequisite: Junior standing and departmental approval. Designations: PRE . Offered: As Needed.

### **GLST 498 - Internship in Global Studies II (3)**

Three hours' credit may apply to the student's major.

Prerequisite: Junior standing, GLST 497, and departmental approval. Designations: PRE . Offered: As Needed.

## **GREK - Greek**

### **GREK 101 - Elementary New Testament Greek I (3)**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included.

Offered: Fall, Even Years.

### **GREK 102 - Elementary New Testament Greek II (3)**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included.

Prerequisite: GREK 101. Offered: Spring, Odd Years.

### **GREK 201 - Intermediate New Testament Greek I (3)**

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament.

Prerequisite: GREK 102. Offered: Fall, Odd Years.

### **GREK 202 - Intermediate New Testament Greek II (3)**

A study of the full range of syntactical functions of biblical Koine Greek and of exegetical procedures using the Greek New Testament.

Prerequisite: GREK 201. Offered: Spring, Even Years.

### **GREK 495 - Greek Exegesis Independent Study I (3)**

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade.

Prerequisite: GREK 202. Offered: As Needed.

### **GREK 496 - Greek Exegesis Independent Study II (3)**

The supervised exegesis of designated texts of the New Testament designed to further enhance the student's ability to interpret texts from the Greek New Testament using more critical methodological procedures. A research paper reflecting these skills will comprise a major portion of the course grade.

Prerequisite: GREK 202 and GREK 495. Offered: As Needed.

## **HCMG - Healthcare Management**

### **HCMG 200 - Introduction to Healthcare Management (3)**

This course is an introduction to the healthcare delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained.

Offered: Fall and Spring.

### **HCMG 303 - Economics, Budgeting, and Finance in Healthcare (3)**

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management.

Prerequisite: ACCT 213, ACCT 214; ECON 203, ECON 204. Offered: Spring.

### **HCMG 310 - Diversity and Culture in Healthcare Management (3)**

This course explores the issues of diversity and culture in healthcare—in human resources, patient care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease symptoms within a cultural setting and the cultural relativity of illness.

Offered: Spring, Odd Years.

### **HCMG 315 - Healthcare Quality Seminar (3)**

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and introduces the concept of systems thinking and dynamic complexity in healthcare organizations.

Offered: Fall, Even Years.

### **HCMG 400 - Introduction to International Health (3)**

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities.

Offered: Spring, Even Years.

### **HCMG 410 - Healthcare Law and Ethics (3)**

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions.

Offered: Fall.

### **HCMG 497 - Practicum/Internship Healthcare Management (3)**

The internship is based in a health services delivery setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex health services organization. The course includes at least 15 hours per week of fieldwork, preparation of a personal assessment and development plan, a weekly seminar, readings, a project applicable to the internship organization, and the preparation of professional executive briefings. The student works under the collaborative guidance of a qualified professional preceptor and a faculty advisor. This course must be taken prior to the Senior Seminar Capstone course.

Prerequisite: HCMG 200, HCMG 303, HCMG 310, and HCMG 410. Designations: PRE . Offered: As Needed.

## **HEBR - Hebrew**

### **HEBR 101 - Elementary Hebrew I (3)**

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament.

Offered: Fall, Odd Years.

### **HEBR 102 - Elementary Hebrew II (3)**

A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament. This study will include the reading of sample texts from the Hebrew Old Testament.

Prerequisite: HEBR 101. Offered: Spring, Even Years.

### **HEBR 201 - Intermediate Hebrew I (3)**

The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament.

Prerequisite: HEBR 102. Offered: Fall, Even Years.

### **HEBR 202 - Intermediate Hebrew II (3)**

The continuation of the study of grammar, syntax, and vocabulary of the Hebrew language as reflected in the Old Testament. This study will concentrate on the reading of prophetic, poetic, and legal texts from the Hebrew Old Testament.

Prerequisite: HEBR 201. Offered: Spring, Odd Years.

## **HIST - History**

### **HIST 101 - Survey of Western Civilization I (3)**

Beginning with earliest times, the course covers the civilizations of Egypt, Mesopotamia, Greece, Rome, Medieval, and Early Modern periods. Concludes with 1715.

Offered: Fall, Spring, and Summer.

### **HIST 102 - Survey of Western Civilization II (3)**

Beginning with 1715, this course presents a perspective of the last three centuries of western history.

Offered: Fall, Spring, and Summer.

### **HIST 200 - Introduction to Historical Study (3)**

This course, required of all History and Social Sciences Majors, is intended to provide students with a foundation for further in-depth historical study. To help students develop such a basis, the course addresses the issue of the scope, skills, and methods of historical study and writing, including understanding basic terminology, ethics, research sources, and methodologies.

Designations: IL3, WI3. Offered: Fall.

### **HIST 244 - Survey of United States History to 1877 (3)**

This course surveys the social, intellectual, economic, geographical, and constitutional foundations of the United States.

Offered: Fall.

**HIST 245 - Survey of United States History from 1877 to the Present (3)**

The course surveys the impact of the U.S. on the world in the 20th century. It covers the development of the U.S. as it develops into a giant industrial power.

Offered: Fall, Spring, and Summer.

**HIST 311 - Medieval Europe (3)**

This course is an advanced seminar which examines the unique political, religious, and artistic European culture forged by the union of the Classical and Christian traditions in the wake of the Fall of Rome, from its inception to the thirteenth century.

Offered: As needed.

**HIST 314 - Making America: Colonization, Revolution and the U.S. Constitution (3)**

This course surveys the origins of American social and civic life in the seventeenth and eighteenth centuries. Focusing primarily on British and French North America, topics include: the lives of native peoples, transatlantic migrations from Europe and Africa, regional variations across the Atlantic seaboard, origins of the crisis with Britain, the legacy of the American Revolution, the formation of the U. S. Constitution, and the presidential election of 1800.

Offered: Fall, Even Years.

**HIST 318 - Civil War and Reconstruction (3)**

The purpose of this course is to study and analyze the causes and events of the American Civil War and its consequences.

Offered: Fall, Odd Years.

**HIST 322 - Early and Medieval Christianity (3)**

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages.

Cross-Listed as: RELI 322. Offered: As Needed.

**HIST 323 - Modern Christianity (3)**

Beginning with the Reformation, this course is descriptive of church history to the present.

Prerequisite: HIST 101. Cross-Listed as: RELI 323.

Offered: As Needed.

**HIST 324 - American Christianity (3)**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations.

Cross-Listed as: RELI 324. Offered: As Needed.

**HIST 325 - The History of the New South (3)**

This course follows the development of the American South from Reconstruction to the present. Race relations, culture, economics, and politics are examined in the context of the history of this distinct region of the United States.

Offered: Spring, Odd Years.

**HIST 327 - The Renaissance and Reformation (3)**

An exploration of the major religious, social, intellectual, and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period.

Offered: Spring, Odd Years.

**HIST 331 - Nineteenth-Century Europe (3)**

This course explores the main aspects of the political, social, cultural, economic, intellectual, diplomatic, and military events of European history from 1789 to 1914. Specific attention will be given to the French Revolution, conservatism, liberalism, nationalism, industrialization, imperialism, and the outbreak of the First World War and the broad impacts of these ideas and events upon European civilization.

Offered: Spring, odd years.

**HIST 332 - Twentieth-Century Europe (3)**

The course is designed to provide students with an in-depth understanding of the causes, course, and impacts of the World Wars, Communism, Fascism/Nazism, the Cold War, the dream of European unity, decolonization, and the emergence of an interdependent world and the collapse of Soviet hegemony in Eastern Europe on the political, social, economic, cultural, intellectual, and diplomatic development of Europe.

Offered: Spring, even years.

**HIST 345 - North Carolina History (3)**

A chronological study of the history of North Carolina from its colonial beginnings until the present. The state's problems and potential are carefully examined in the broader context of U.S. history.

Designations: WI3. Offered: Spring, Even Years.

**HIST 380 - Modern Germany Since 1789 (3)**

This course is a detailed examination of the political, social, economic, cultural, intellectual, diplomatic, and military development of modern Germany. The German Question, the debate over whether the German people can exist as a unified nation without seeking to dominate their neighbors, remains a constant theme throughout the course. Other key topics include liberalism, nationalism, industrialization, the World Wars, Nazism, the occupation and division of Germany, and unification and the broad impacts of these events and ideas.

Offered: Fall, odd years.

**HIST 383 - The Second World War (3)**

A detailed study of the origins, course, and impacts of history's largest, costliest war. The course takes a global perspective and attempts to show the interrelatedness of the war's component theaters of operation and to fit the war into the broader history of the twentieth-century world.

Offered: Fall, even years.

**HIST 401 - Slavery in the Atlantic (3)**

This course examines the emergence, impact, and experience of New World Slavery from 1492-1877. Course topics include: African and Native American ethnicities, the Atlantic slave trade, plantation slavery in South American and the Caribbean, slave regions, revolts, abolition, and slaves in the United States before and after the Civil War.

Offered: As Needed.

**HIST 402 - The Long Civil Rights Movement (3)**

This course studies the freedom struggle in America from Reconstruction through the 1990s. Topics include biracial Reconstruction governments, the rise of white terrorism and the Redeemers, Jim Crow, African Americans in World War I, Asian Americans on the West coast, immigration laws in the nineteenth and twentieth century, segregation and desegregation, race and Cold War foreign policy, competing Civil Rights visions, the War on Poverty, Affirmative Action, Latino/a rights in the American southwest, and the emergence of color-blind racism.

Offered: As Needed.

**HIST 411 - Diplomatic History of the United States (3)**

The purpose of this course is to examine the foreign relations of the United States from its emergence as a nation in 1783 to its position as a leading power in the present century. The course focuses on relations with Latin America, Europe, the Far East, and Canada.

Offered: As Needed.

**HIST 414 - History of England to 1688 (3)**

Study of English history from Roman Britain to the Glorious Revolution of 1688. Special emphasis on Anglo-Saxon England, the Norman Conquest, the Tudor Dynasty, and the constitutional conflicts of the seventeenth century.

Offered: As Needed.

**HIST 430 - Special Topics: European History (3)**

A specialized study of various historical developments in European History. Topics will vary from semester to semester.

Designations: WI3. Offered: As Needed.

**HIST 431 - Special Topics: American History (3)**

A specialized study of various historical developments in American History. Topics will vary from semester to semester.

Offered: As Needed.

**HIST 450 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science, and Sociology through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**HIST 451 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science, and Sociology through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**HIST 495 - Independent Study (3 each semester)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. Offered: As Needed.

**HIST 496 - Independent Study (3 each semester)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. Offered: As Needed.

**HIST 497 - Internship in History (3 each semester)**

Three hours credit may apply to the student's major.

Prerequisite: Junior standing and department approval.  
Designations: PRE. Offered: As Needed.

**HIST 498 - Internship in History (3 each semester)**

Three hours credit may apply to the student's major.

Prerequisite: Junior standing and department approval.  
Designations: PRE. Offered: As Needed.

**HLED - Health Education****HLED 221 - Dimensions of Personal Health (3)**

The study of scientifically-based, accurate, and current information relating to the development and maintenance of a lifelong plan for personal health and wellness.

Offered: Fall and Spring.

**HLED 226 - Health Education for the School Health Educator (3)**

This course provides an overview of content areas and skills related to comprehensive school health education for students who wish to become teachers. Topics include concepts related to health and health education, health skills, the six CDC priority risk behaviors, and traditional content areas and skills in comprehensive school health education. Emphasis will be placed on core content knowledge and health skills prospective teachers need to deliver health instruction and be healthy role models for their students. Field Experience Required.

Prerequisite: HLED 221 and EDUC 250 or consent of instructor. Offered: Spring, even years.

**HLED 320 - Comprehensive Health Education (3)**

This course provides students with the knowledge and skills necessary to plan and implement a sequential curriculum of salient health topics for students K-12. The purpose is to prepare students to promote the development of health knowledge, health-related skills and behaviors, and positive health attitudes leading to improved health status and quality of life for school-aged children. Field experience required.

Prerequisite: EDUC 250. Offered: Fall, Even Years.

**HLED 321 - Teaching Methods for Health Education (3)**

This course prepares students to meet competencies in methodology necessary for teaching K-12 health. The course focuses on the coordinated school health program, the national health education standards, health literacy, pedagogy, and student assessment strategies. Teaching resources for the 21st-century teacher are explored. Field experience required.

Prerequisite: EDUC 250 and HLED 320 or permission of the department. Offered: Spring, Odd Years.

**HLED 323 - First Aid/CPR with Instructor Certification (3)**

A course designed to provide the citizen responder with knowledge and skills necessary to help sustain life and minimize pain and the consequences of injury or sudden illness. The course also prepares students for instructor certification. Includes American Red Cross basic and instructor certification in First Aid/CPR/AED. Additional fee required for certification. Field experience required.

Offered: Spring.

**HLED 495 - Independent Study I (1-6 each semester)**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

Offered: As Needed.

**HLED 496 - Independent Study II (1-6 each semester)**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

Offered: As Needed.

**HONR - Honors****HONR 320 - Honors Travel-Study (1)**

These courses provide the opportunity for students to travel both within the U.S. and abroad in order to experience different cultures, environment, social structures, organizations, and cuisine. This course is open to all students with the permission of the Associate Dean.

Offered: As Needed.

**HONR 321 - Honors Travel-Study (1)**

These courses provide the opportunity for students to travel both within the U.S. and abroad in order to experience different cultures, environment, social structures, organizations, and cuisine. This course is open to all students with the permission of the Associate Dean.

Offered: As Needed.

### **HONR 395 - Honors Seminar (3)**

Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from semester to semester, but recent topics have included: Human Faces of the Holocaust, Chemistry of Daily Life, Revolution, Japanese Language and Culture, Human Nature, Health and Medical Ethics, and Death in American Culture. Open to junior and senior Honors students. Students may enroll for Honors seminar twice for credit in two different semesters. Other students may enroll with the permission of the instructor(s) and the Honors Committee.

Offered: Fall and Spring.

### **HONR 396 - Honors Seminar (3)**

Interdisciplinary advanced study that encourages critical thinking as students explore specific topics. Topics vary from semester to semester, but recent topics have included: Human Faces of the Holocaust, Chemistry of Daily Life, Revolution, Japanese Language and Culture, Human Nature, Health and Medical Ethics, and Death in American Culture. Open to junior and senior Honors students. Students may enroll for Honors seminar twice for credit in two different semesters. Other students may enroll with the permission of the instructor(s) and the Honors Committee.

Offered: Fall and Spring.

### **HONR 400 - Honors Research (3)**

This is the first of a two-semester sequence of courses designed to culminate with the Honors student presenting and defending a Senior Honors Thesis. Each student will work with a mentor in his or her major area of study to develop a thesis statement, a bibliography, preliminary research, and a prospectus for the thesis.

Offered: Fall and Spring.

### **HONR 401 - Honors Thesis (3)**

Each student will finalize and prepare a Senior Honors Thesis under the guidance of a mentor in his or her major. The Thesis will be presented and defended by the student to all interested members of the academic community. Students are encouraged to present their thesis to the wider academic community at regional or national Honors meetings.

Offered: Fall and Spring.

## **JOUR - Journalism**

### **JOUR 201 - Student Newspaper Staff (1)**

Experience and instruction in all phases of the production of the Gardner-Webb University student online publication, GWU-Today.

Offered: Fall and Spring.

### **JOUR 202 - Student Photo Staff (1)**

Experience and instruction in all phases of photojournalism. Students will work for student publications, University Public Relations, and Sports Information.

Prerequisite: Consent of instructor. Offered: Fall and Spring.

### **JOUR 211 - Student Yearbook Staff (1)**

Experience and instruction in all phases of the production of the Gardner-Webb University student yearbook.

Offered: Fall and Spring.

### **JOUR 303 - Newspaper Editorial Staff I (1)**

Instruction and hands-on experience in the editing and production of the Gardner Webb University student online publication, GWU-Today. This class is for section editors and will introduce them to the basics of editing the student online publication. May be taken twice as elective credit.

Prerequisite: JOUR 201 and JOUR 318 or permission of instructor. Offered: Fall and Spring.

### **JOUR 317 - Reporting (3)**

Introduction to basic journalistic skills with emphasis on methodology in interviewing, computer-assisted research, writing, and reporting the news. Concurrent participation in GWU-Today highly recommended.

Prerequisite: COMM 310. Offered: Fall.

### **JOUR 318 - Editing (3)**

Advanced journalistic skills with emphasis on the methodology of editing copy for a variety of media.

Prerequisite: JOUR 317 or permission of instructor. Offered: Spring.

### **JOUR 355 - Photojournalism (3)**

Editorial photography and the challenges of available light conditions are emphasized. Ethics and law central to a photojournalist's activities are also covered. Concurrent participation in GWU-Today is highly recommended. (Additional cost.)

Prerequisite: COMM 255 or permission of instructor. Offered: Fall.

### **JOUR 375 - Layout and Design (3)**

Publication practices and design principles common among the electronic and print media, including the Internet, magazines, newspapers, and desktop publishers. Includes the application of computer design and layout systems and software.

Prerequisite: COMM 370. Cross-Listed as: COMM 375. Offered: Fall.

**JOUR 400 - Special Topics in Journalism (1-3 )**

Specialized study in selected areas of journalism. Course content will vary and will reflect current developments in the industry and respond to student interest and need.

Offered: As Needed.

**JOUR 403 - Newspaper Editorial Staff II (2)**

Advanced experience in editing and pre-press production of the Gardner-Webb University online publication, GWU-Today. This class is for senior editors and will immerse them in the procedures of online publishing allowing them to plan, edit, design, and manage the student online publication. May be taken twice as elective credit.

Prerequisite: JOUR 201, JOUR 318, and JOUR 303 and permission of instructor. Offered: Fall and Spring.

**JOUR 450 - Documentary Photography (3)**

Advanced work in photojournalism. Includes in-depth photo story development and photo editing. This course is designed to assist the student in preparing for their portfolio class and obtaining a position as a photojournalist. (Additional cost.)

Prerequisite: JOUR 355 or consent of instructor. Offered: Spring.

**JOUR 459 - Portfolio (3)**

An opportunity for the student to develop the photographic portfolio. Body of work should focus on the student's area of interest, e.g., portraiture, product photography, photojournalism, landscape, or photographic art. (Additional cost.)

Prerequisite: JOUR 355 or consent of instructor. Offered: Spring.

**JOUR 491 - Internship in Journalism I (3)**

JOUR 491 is for the first internship experience and JOUR 493 is for the second internship experience.

Prerequisite: Completion of 21 hours in major/concentration or permission of instructor. Designations: PRE. Offered: Fall, Spring, and Summer.

**JOUR 493 - Internship in Journalism II (3)**

JOUR 491 is for the first internship experience and JOUR 493 is for the second internship experience.

Prerequisite: Completion of 21 hours in major/concentration or permission of instructor. Designations: PRE . Offered: Fall, Spring, and Summer.

**MAED - Mathematics Education****MAED 330 - Math Methods in 21st Century Schools (3)**

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. An iPad is required for this course. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: MATH 204, MATH 205, and EDUC 250 with a grade of "C" or better. Offered: Fall and Spring.

**MAED 432 - Methods of Teaching Math (9-12) (3)**

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. Supervised field experiences are required. It is recommended that this course be taken during the semester before student teaching.

Prerequisite: Admission to Teacher Education Program. Offered: As Needed.

**MATH - Mathematics****MATH 100 - Basic Mathematical Skills (3)**

This course provides remedial instruction in arithmetic and algebra skills necessary to study introductory college-level mathematics courses. The course does not fulfill the General Education Requirement for Mathematics. A minimum grade of "C" and attendance at a minimum of 80% of scheduled class meetings are required to earn credit for this course. Credit for this course may not be attained after receiving credit for any higher-numbered mathematics course.

Offered: Fall and Spring.

**MATH 105 - Fundamentals of Statistics and Probability (3)**

An introduction to statistical analysis and principles of probability. The purpose of this course is to prepare the student to converse in the statistical language of business and the social sciences. Additionally, the course is designed to give the quantitative, computational, and problem-solving skills necessary for those areas, but applicable in a wide range of life experiences. A working knowledge of advanced high school algebra or intermediate college algebra is expected.

Offered: Fall and Spring.



**MATH 110 - Finite Mathematics (3)**

A study of topics related to elementary matrix algebra, systems of equations and inequalities, linear programming, and the mathematics of finance. The purpose of this course is to prepare the student to converse in the language of linear mathematics and matrices, and the mathematics of finance fundamental to the studies in business and the social sciences. Additionally, the course is designed to give the quantitative, computational, and problem-solving skills necessary for those areas, but applicable to in a wide range of life experiences.

Offered: Fall and Spring.

**MATH 120 - Math for the Liberal Arts (3)**

The purpose of this course is to give an introduction to and an appreciation for the ways quantitative and geometric reasoning inform problems encountered across a wide range of human activities from politics and economics to social networking and games. Additionally, the course is designed to introduce the quantitative, computational, and problem-solving skills necessary for applying that reasoning.

Offered: Fall and Spring.

**MATH 150 - Precalculus (3)**

A study of algebraic, trigonometric, exponential, and logarithmic functions and their applications. The purpose of this course is to introduce the student to the elementary concepts of the mathematical analysis of functions foundational to studies in Calculus and the natural sciences. Additionally, the course is designed to give the quantitative, computational, and problem-solving skills necessary for those areas, but applicable to a wide range of life experiences.

Offered: Fall and Spring.

**MATH 151 - Calculus I (4)**

The graphical and numerical study of the analytic operations of limiting, differentiating, and integrating functions and their symbolic application to algebraic, trigonometric, exponential, and logarithmic functions. The purpose of this course is to prepare the student to converse in the language of the mathematical analysis of functions fundamental to the studies in higher mathematics and the physical sciences. Additionally, the course is designed to give the quantitative, computational, and problem-solving skills necessary for those areas, but applicable to a wide range of life experiences.

Offered: Fall and Spring.

**MATH 152 - Calculus II (4)**

A study of the applications and techniques of integration; infinite sequence and series of numbers and functions.

Prerequisite: MATH 151. Offered: Fall and Spring.

**MATH 204 - Mathematics for Elementary Teachers (3)**

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem-solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas.

Prerequisite: The Quantitative Dimension of the General Education Requirements must be completed. Offered: Fall.

**MATH 205 - Mathematics for Elementary Teachers II (3)**

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem-solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas.

Prerequisite: MATH 204. Offered: Spring.

**MATH 219 - Calculus for Business and Social Sciences (3)**

A study of differentiation and integration with applications to business and the social sciences.

Prerequisite: MATH 150 or permission of the department chair. Offered: As Needed.

**MATH 230 - Foundations of Higher Mathematics (3)**

A survey of the concepts of symbolic logic and set theory, together with an introduction to proof techniques. This course is designed to prepare the student for the study of abstract mathematics.

Prerequisite: MATH 151. Offered: Spring.

**MATH 251 - Calculus III (4)**

A study of the calculus of functions of several variables and vector-valued functions and analytic geometry of three dimensions.

Prerequisite: MATH 152. Offered: Fall.

**MATH 303 - Modern College Geometry (3)**

A study of elementary geometry from an advanced standpoint, evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, and some topics in modern geometry.

Prerequisite: MATH 152 and MATH 230. Offered: Spring, Even Years.

**MATH 310 - Number Theory (3)**

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, and Diophantine equations, congruence, and numerical functions.

Prerequisite: MATH 151 and MATH 230. Offered: Spring, Odd Years.

**MATH 311 - Discrete Mathematics (3)**

A study of elementary combinatorics, graph theory, Boolean algebra, tree building, mathematical induction, networks, and automata.

Prerequisite: MATH 151. Offered: Spring.

**MATH 318 - Combinatorics (3)**

The study of combinatorial analysis including the following topics: advanced counting techniques, graph theory, generating functions, and recurrence relations.

Prerequisite: MATH 152 and MATH 230. Offered: Spring, Even Years.

**MATH 325 - Statistics and Data Analysis (3)**

An in-depth introduction to the elements of statistics and data analysis using statistical computing software.

Prerequisite: MATH 151. Offered: Spring, Odd Years.

**MATH 331 - Linear Algebra (3)**

A study of vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces.

Prerequisite: MATH 151. Offered: Fall.

**MATH 332 - Linear Algebra II (3)**

A continuation of the study of vector spaces, inner product spaces, eigenvalues and eigenvectors, and linear transformations.

Prerequisite: MATH 331. Offered: As Needed.

**MATH 351 - Differential Equations (3)**

A study of ordinary differential equations and systems with applications.

Prerequisite: MATH 251. Offered: Spring, Even Years.

**MATH 352 - Advanced Calculus (3)**

An in-depth exploration of the advanced computational aspects of calculus along with an introduction to the algebraic and analytic foundations of the subject.

Prerequisite: MATH 251 and MATH 331. Offered: Spring, Odd Years.

**MATH 370 - Numerical Methods (3)**

A study of numerical methods including interpolation and extrapolation, roots of equations, solutions of systems of equations, curve fitting, and numerical integration.

Prerequisite: CISS 201 and MATH 151. Offered: As Needed.

**MATH 404 - Modern Abstract Algebra (3)**

A study of algebraic structures with a focus on groups.

Prerequisite: MATH 230 and MATH 331. Offered: Fall, Even Years.

**MATH 405 - Modern Abstract Algebra II (3)**

A study of algebraic structures including groups, rings, integral domains, and fields.

Prerequisite: MATH 404. Offered: As Needed.

**MATH 412 - Elementary Real Analysis (3)**

A study of basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables.

Prerequisite: MATH 230 and MATH 352. Offered: As Needed.

**MATH 421 - Probability Theory (3)**

A first course in the mathematical theory of statistical application. The first course focuses on probability theory and distributions of random variables.

Prerequisite: MATH 251. Offered: Fall, Odd Years.

**MATH 422 - Statistical Inference (3)**

A second course in the Mathematical theory of statistical application. The second course focuses on the topics of statistical inference: estimation, verification, and prediction.

Prerequisite: MATH 421. Offered: As Needed.

**MATH 441 - Functions of a Complex Variable (3)**

A study of the geometric and analytic properties of harmonic and holomorphic functions of a single complex variable.

Prerequisite: MATH 251. Offered: Spring, Odd Years.

**MATH 445 - Research in Mathematics (1)**

The student will independently investigate a topic in mathematics beyond the classroom curriculum. The results of the investigation will be demonstrated through problem-solving and writing a research paper.

Prerequisite: MATH 230, MATH 251, and senior status. Designations: IL3, PRE. Offered: As Needed.

**MATH 480 - Topics in Mathematics (3)**

A study of specific areas of mathematics not covered by other upper-level courses. Course content will vary and will reflect student and faculty interest.

Prerequisite: MATH 230 and MATH 251. Offered: As Needed.

**MATH 490 - Writing in the Discipline I (2)**

Studies in developing and communicating mathematical ideas through writing.

Prerequisite: MATH 230, MATH 251, and MATH 331. Designations: IL3, WI3. Offered: As Needed.

### **MATH 491 - Writing in the Discipline II (2)**

The student will independently investigate the mathematics topic proposed in MATH 490. The results of the investigation will be demonstrated through problem-solving, writing a research paper in formal mathematical style, and sharing the research in a formal presentation setting.

Prerequisite: MATH 230, MATH 251, MATH 490, and senior status. Designations: PRE, WI3. Offered: As Needed.

### **MATH 495 - Independent Study I (3)**

Individual work planned to meet the need and interests of qualified students. Topic and course requirements must be arranged in the semester prior to the term in which work is done.

Prerequisite: Approval of the department chair and academic dean. Offered: As Needed.

### **MATH 496 - Independent Study II (3)**

Individual work planned to meet the need and interests of qualified students. Topic and course requirements must be arranged in the semester prior to the term in which work is done.

Prerequisite: Approval of the department chair and academic dean. Offered: As Needed.

## **MGMT - Management**

### **MGMT 316 - Principles of Management (3)**

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

Offered: Fall and Spring.

### **MGMT 330 - Industrial Supervision and Labor Relations (3)**

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, human relations, and labor relations/collective bargaining.

Prerequisite: MGMT 316. Offered: As Needed.

### **MGMT 400 - Human Resource Management (3)**

Principles and practices used in the recruitment, selection, training and development, evaluation, and compensation of employees within organizations.

Prerequisite: MGMT 316. Offered: Spring.

### **MGMT 403 - Human Behavior in Organizations (3)**

The application of human behavior principles common to many types of organizations, with a focus on those in business and industry. Motivation, leadership, followership, and human problems are analyzed.

Cross-Listed as: PSYC 403. Offered: Fall.

### **MGMT 410 - Entrepreneurship (3)**

Explores economic and managerial issues the small business manager must address. Entrepreneurship, forms of ownership, creating a business plan, location analysis, acquisition of capital, financial and inventory control, marketing, and advertising considerations.

Prerequisite: MGMT 316. Offered: Fall.

### **MGMT 416 - Operations Management (3)**

An introduction of methods and processes used by organizations in the service and manufacturing sector to create strategic and competitive advantage. Topics include total quality management and control, work measurement, capacity and aggregate planning, forecasting, operations scheduling, and project management.

Prerequisite: BADM 305 and MGMT 316 or permission of the instructor. Offered: Fall and Spring.

### **MGMT 422 - Marketing Management (3)**

Course addresses marketing research, forecasting, and strategic decision-making.

Prerequisite: MGMT 316 and MRKT 300. Offered: As Needed.

### **MGMT 431 - Managerial Control Processes (3)**

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process.

Prerequisite: MGMT 316. Offered: As Needed.

### **MGMT 435 - Managerial Business Communications (3)**

Emphasis on corporate, intercultural, and crisis communication; team presentations; technical writing and editing; presentation software; and public relations.

Prerequisite: BADM 325. Offered: As Needed.

### **MGMT 450 - Leadership (3)**

Includes the definition, traits, and segmentation of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders.

Prerequisite: MGMT 316. Offered: Spring, Even Years.

**MGMT 475 - Topics in Management (3)**

A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once.

Prerequisite: MGMT 316. Offered: As Needed.

**MIBS - Music Industry Business****MIBS 150 - Introduction to Music Technology (3)**

Theories, concepts, and terminology of music technology. Study of music notation and sequencing software. Physical/timbral characteristics of acoustic instruments. Technological models that imitate and expand acoustic characteristics. Basics of sound reinforcement systems, storage systems, analog, and digital sound systems. Computer applications in sound synthesis, composition, and research.

Offered: Fall.

**MIBS 300 - Music Industry Business: Business and Entertainment Law (3)**

A study of the legal environments of business, with the study of entertainment law for the music industry business major. Topics which will supplement the existing BADM 300 curriculum will examine commercial law in the entertainment industry, legal restraints on entertainment, intellectual property in entertainment assets, contractual relations in the entertainment industry, and other regulatory influences on entertainment, including licensing, taxation, and for-profit vs. not-for-profit requirements. This covers all aspects of business law and is also specific for students interested in music business or other types of non-profit law.

Offered: Fall and Spring.

**MIBS 410 - Music Industry Seminar (3)**

This course is required for all Music Business Majors but is open to all students upon permission of instructor. Students gain a working knowledge of the music business. (Fee required to attend The League of American Symphony Orchestra Seminar in Arts Management, Fundraising, and Promotion.) Overview of the music business including: Music Advertising, Music Promotion, Concert Promotion and Venue Management, Artist Management and Representation, Musician's Union, Web Design for Arts Organizations, Music Retailing, Music Marketing and Merchandising, online music publishing and aspects of Music Publishing, Job Opportunities in Music Business and Career Strategies, School of Performing and Visual Arts/American Symphony Orchestra League Seminar in Arts Management and Publicity, Kennedy Center Internship Opportunities, Internships in Music Business, Fundraising for Arts Organizations and non-profit grant writing for arts organizations.

Offered: As Needed.

**MIBS 490 - Internship in Music Business (12)**

Students will complete a 15-week internship at a company in the music industry that offers a varied, practical, and challenging learning experience. The internship will be supervised by a highly-qualified sponsor from the company and the director (advisor) of the Music Business Program. A detailed journal, as described in the course syllabus under obligations of the intern, as well as a lecture presentation of their journal following or at the end of their internship is required. The internship experience is an important bridge between academic preparation and career development. At this point the student should have completed most required courses and is expected to have developed a mature knowledge, understanding, and attitude regarding their choice of a career in music industry. It is the goal of the Gardner-Webb University Music Business Program to have all seniors undertake an internship at a professional firm involved in some facet of the music industry.

Prerequisite: Senior standing, permission of instructor.

Offered: As Needed.

**MRKT - Marketing****MRKT 300 - Principles of Marketing (3)**

A comprehensive analysis of the marketing system and the marketing process.

Designations: W13. Offered: Fall and Spring.

**MRKT 302 - Consumer Behavior (3)**

Concepts, methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors.

Prerequisite: MRKT 300. Offered: Fall.

**MRKT 304 - Advertising and Promotion (3)**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system.

Prerequisite: MRKT 300. Offered: Spring, Odd Years.

**MRKT 310 - Sport Marketing and Promotion (3)**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan the promotional proposals.

Cross-Listed as: SPMG 310. Offered: Spring.

**MRKT 402 - Retail Management (3)**

Analysis of the marketing activities involved in the sale of products and/or services to the ultimate consumer for personal or household consumption with the main emphasis on the management of store retailing.

Prerequisite: MRKT 300. Offered: As Needed.

**MRKT 404 - Sales Management (3)**

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling techniques.

Prerequisite: MRKT 300. Offered: Fall.

**MRKT 406 - Marketing Channel Management (3)**

Identification, selection, and management of marketing channels and their modification to improve efficiency and profits.

Prerequisite: MRKT 300. Offered: As Needed.

**MRKT 408 - Industrial Marketing (3)**

Application of market structure, product design, pricing strategy, logistics, promotion, and buying behavior models to industrial and governmental markets in the context of political, economic, technological, and ethical environments.

Prerequisite: MRKT 300. Offered: As Needed.

**MRKT 410 - Marketing Research (3)**

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey, and experimental research techniques are covered.

Prerequisite: BADM 304 or equivalent, MRKT 300, or permission of instructor. Designations: IL3. Offered: Fall.

**MRKT 420 - Marketing Management (3)**

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision-making.

Prerequisite: MRKT 300 and three 400-level marketing courses; MGMT 316. Offered: Spring.

**MRKT 466 - International Marketing (3)**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution.

Prerequisite: MRKT 300. Offered: Fall.

**MRKT 475 - Topics in Marketing (3)**

A specialized study of various marketing topics. Topics will vary from semester to semester. Students may take the course more than once.

Prerequisite: MRKT 300. Offered: Spring.

**MRKT 497 - Internship in Marketing (3)**

The internship is based in a marketing setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex marketing organization.

Prerequisite: Junior standing or by department approval. Designations: PRE. Offered: As Needed.

**MSCI - Military Science**

**MSCI 111 - Leadership and Personal Development (1)**

Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students.

Corequisite: MSCI 111L. Offered: Fall.

**MSCI 111L - Leadership and Personal Development Lab (1)**

Application of basic leadership skills through multiple venues including drill and ceremony, land navigation, weapons familiarization, basic rifle marksmanship, medical tasks, individual movement techniques, employing claymore mines, engaging targets with hand grenades, introduction to the orders process, understanding army acronyms, hand and arm signals, and radio protocol procedures.

Corequisite: MSCI 111. Offered: Fall.

**MSCI 112 - Introduction to Leadership (1)**

Overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students.

Corequisite: MSCI 112L. Offered: Spring.

**MSCI 112L - Introduction to Leadership Lab (1)**

Application of basic leadership skills through multiple venues including drill and ceremony, land navigation, weapons familiarization, basic rifle marksmanship, medical tasks, individual movement techniques, employing claymore mines, engaging targets with hand grenades, introduction to the orders process, understanding army acronyms, hand and arm signals, and radio protocol procedures.

Corequisite: MSCI 112. Offered: Spring.

**MSCI 146 - Military Fitness (1)**

Military Fitness teaches a fitness program focused on muscular strength, muscular endurance, and aerobic endurance. The weekly classes provide students with opportunities for strenuous physical activity, and also serve as examples of exercise routines that students can adopt as personal workout plans. Progress is graded using the Army Physical Fitness Test (APFT). Students must be able to participate in a normal college physical education program.

Cross-Listed as: PHED 146. Offered: Fall and Spring.

**MSCI 211 - Innovative Team Leadership (2)**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Includes instruction in troop leading procedures, tactical movement, battle drills, and offensive and defensive operations. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students.

Corequisite: MSCI 211L. Offered: Fall.

**MSCI 211L - Innovative Team Leadership Lab (1)**

Application of intermediate leadership skills through multiple venues including leading drill and ceremony, advanced land navigation, building terrain models, advanced rifle marksmanship, advanced medical tasks, movement formations, movement techniques, special teams, writing operations orders, situation reporting, call for fire, and introduction to battle drills.

Corequisite: MSCI 211. Offered: Fall.

**MSCI 212 - Foundations of Tactical Leadership (2)**

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Includes instruction in terrain analysis, patrolling, tactical orders, route planning, and navigational methods. Participation in three one-hour sessions of physical fitness is strongly encouraged each week. Participation in one weekend of Field Training Exercise is required. There is no military obligation to take this course. Open to all Gardner-Webb students.

Corequisite: MSCI 212L. Offered: Spring.

**MSCI 212L - Foundations of Tactical Leadership Lab (1)**

Application of intermediate leadership skills through multiple venues including leading drill and ceremony, advanced land navigation, building terrain models, advanced rifle marksmanship, advanced medical tasks, movement formations, movement techniques, special teams, writing operations orders, situation reporting, call for fire, and introduction to battle drills.

Corequisite: MSCI 212. Offered: Spring.

**MSCI 246 - Military Fitness II (1)**

This course continues the military fitness program students began in MSCI 146/PHED 146. It expands the student experience by giving them leadership roles in the fitness program and teaching them how to apply different Army Field Manual regulations and training documentation to the military fitness program. MSCI 146/PHED 146 is a prerequisite for this course and this course continues and builds on the physical fitness goals of MSCI 146/PHED 146. As with MSCI 146/PHED 146, students taking this course must be capable of participating in a diverse physical exercise program.

Offered: Fall and Spring.

**MSCI 311 - Adaptive Tactical Leadership (3)**

This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical-thinking abilities. Includes instruction in squad operations, problem-solving, and combat orders. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required.

Prerequisite: MSCI 211; MSCI 212 or equivalent.  
Corequisite: MSCI 311L. Offered: Fall.

**MSCI 311L - Adaptive Tactical Leadership Lab (1)**

Leadership Lab. Practical application of the material learned in the co-requisite course.

Corequisite: MSCI 311. Offered: Fall.

**MSCI 312 - Leadership in Changing Environments (3)**

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. Includes instruction in platoon operations, stability and support operations, and garrison orders. Designed to prepare third-year students to perform effectively at the Leadership Development and Assessment Course (LDAC). Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required.

Prerequisite: MSCI 211; MSCI 212 or equivalent.  
Corequisite: MSCI 312L. Offered: Spring.

**MSCI 312L - Leadership in Changing Environments Lab (1)**

Leadership Lab. Practical application of the material learned in the co-requisite course.

Corequisite: MSCI 312. Offered: Spring.

**MSCI 330 - American Military History (3)**

American Military History from 1776 to the Contemporary Operating Environment. Study of the threads of continuity throughout America's military career with an emphasis on leadership, technology, doctrinal changes, and the formation of today's professional Army. Students are required to participate in a one-to two-day Staff Ride to an historic battlefield to demonstrate the usefulness of historical analysis to today's military leader.

Prerequisite: Junior standing (sophomores and freshmen by exception). Offered: Fall and Spring.

**MSCI 411 - Developing Adaptive Leaders (3)**

Develops cadet proficiency in planning, executing, and assessing complex operations; functioning as a member of a staff; and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Includes instruction in risk management, training management, code of conduct, rules of engagement, counseling, and evaluations. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required.

Prerequisite: MSCI 312. Corequisite: MSCI 411L. Offered: Fall.

**MSCI 411L - Developing Adaptive Leaders Lab (1)**

Leadership Lab. Practical application of the material learned in the co-requisite course.

Corequisite: MSCI 411. Offered: Fall.

**MSCI 412 - Leadership in a Complex World (3)**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Includes instruction in Army organization and modularity, the platoon command team, a battle analysis, and a Staff Ride. Participation in three one-hour sessions of physical fitness is mandatory each week. Participation in one weekend of Field Training Exercise is required.

Prerequisite: MSCI 411. Corequisite: MSCI 412L. Offered: Spring.

**MSCI 412L - Leadership in a Complex World Lab (3)**

Leadership Lab. Practical application of the material learned in the co-requisite course.

Corequisite: MSCI 412. Offered: Spring.

**MUSC - Music****MUSC 100 - Basic Music Theory (3)**

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

Offered: Fall.

**MUSC 105 - Music Theory I (3)**

Introduces the elements of music, primary and secondary triads and seventh chords, four-part writing procedures. Covers various aspects of musical form, melody, rhythm, harmony, figured bass, and music analysis.

Prerequisite: MUSC 100 or successful completion of Music Theory Placement Exam. Offered: Fall and Spring.

**MUSC 106 - Music Theory II (3)**

Introduces the elements of music, primary and secondary triads and seventh chords, four-part writing procedures. Covers various aspects of musical form, melody, rhythm, harmony, figured bass, and music analysis.

Prerequisite: MUSC 105. Offered: Spring and Summer.

**MUSC 107 - Aural Skills I (1)**

Introduces music reading, sight-singing, and dictation. Aurally covers elements from Music Theory I: aural recognition of intervals, triads, seventh chords; notation of melodies and rhythms; performance of melodies and rhythms; keyboard skills. Requires computer interaction.

Prerequisite: MUSC 100 or successful completion of Music Theory Placement Exam. Offered: Fall and Spring.

**MUSC 108 - Aural Skills II (1)**

Introduces music reading, sight-singing, and dictation. Aurally covers elements from Music Theory II: aural recognition of intervals, triads, seventh chords; notation of melodies and rhythms; performance of melodies and rhythms; keyboard skills. Requires computer interaction.

Prerequisite: MUSC 107. Offered: Spring and Summer.

**MUSC 130 - Vocal Chamber Ensemble (0-1)**

A small, elective ensemble for the performance of vocal literature from all style periods. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 131 - Woodwind Chamber Ensemble (0-1)**

A small, elective ensemble for the performance of woodwind literature. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 132 - Brass Chamber Ensemble (0-1)**

An elective chamber ensemble for the performance of brass literature. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 133 - Strings Chamber Ensemble (0-1)**

An elective chamber ensemble for the performance of strings literature. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 134 - Percussion Chamber Ensemble (0-1)**

An elective chamber ensemble for the performance of percussion literature. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 135 - Keyboard Chamber Ensemble (0-1)**

An elective chamber ensemble for the performance of keyboard literature. Open to any student with permission of instructor.

Offered: Fall and Spring..

**MUSC 136 - Handbell Ensemble (0-1)**

An elective ensemble for the performance of handbell literature. Open to experienced handbell players or with permission of instructor.

Offered: Fall and Spring.

**MUSC 137 - Jazz Ensemble (0-1)**

An elective chamber ensemble for the performance of jazz literature. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 138 - Guitar Ensemble (0-1)**

A small ensemble dedicated to the performance of literature written for multiple guitars. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 140 - Old Time Ensemble (0-1)**

A small ensemble for the performance of American folk music, focusing on the string band traditions of the North Carolina Piedmont and Southern Appalachia. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 149 - Guitar Class I (1)**

Group instruction for beginning and intermediate students of guitar. Emphasis is placed on learning guitar techniques while learning to read music, play simple melodies, and chordal accompanying, including beginning guitar literature, popular, and worship music.

Offered: Fall and Spring.



**MUSC 150 - Guitar Class II (1)**

Group instruction for more advanced students of guitar in a small ensemble setting. Emphasis is placed on learning more advanced guitar techniques for the purpose of performing guitar literature, including popular and worship music.

Offered: Fall and Spring.

**MUSC 187 - Pep Band (0-1)**

Serves the University community in a supportive capacity with responsibilities for fostering school spirit at athletic events. Open to any student with permission of instructor.

Offered: Spring.

**MUSC 188 - Football Band (0-1)**

Serves the University community in a supportive capacity with responsibilities for fostering school spirit at football games and pep rallies. Open to any student with permission of instructor.

Offered: Fall.

**MUSC 190 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Offered: Fall and Spring.

**MUSC 191 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Prerequisite: MUSC 190. Offered: Fall and Spring.

**MUSC 205 - Music Theory III (3)**

The integrated study of chromatic harmony. A continuation of areas begun in first-year theory with additional emphasis on analysis: sonata-allegro, rondo, and variation forms, and composition in smaller forms. Includes ear training. Students will learn fundamentals of music technology.

Prerequisite: MUSC 106. Offered: Fall.

**MUSC 206 - Music Theory IV (3)**

A survey of modern trends and thought from Romanticism to the present, including modulation to all keys and electronic music. Includes ear training, analysis, and composition in each style studied.

Prerequisite: ENGL 102 and MUSC 205. Designations: IL3. Offered: Spring.

**MUSC 207 - Aural Skills III (1)**

This course continues study of music reading, sight-reading, and dictation. It aurally covers elements from Music Theory III: aural recognition of borrowed chords, Neapolitan chords, augmented sixth chords, extended dominants; aural recognition of rondo, sonata, and variation forms; notation and performance of melodies, progressions, and rhythms. It also requires computer interaction.

Prerequisite: MUSC 108. Offered: Fall.

**MUSC 208 - Aural Skills IV (1)**

This course continues study of music reading, sight-reading, and dictation. It aurally covers elements from Music Theory IV: aural recognition of altered dominants, chromatic mediant, compound intervals, post-19th-century techniques; notation and performance of melodies, progressions, and rhythms. It also requires computer interaction.

Prerequisite: MUSC 207. Offered: Spring.

**MUSC 211 - Sophomore Qualifying Recital (1)**

Presentation of at least 20 minutes of music. Required of performance majors.

Offered: Fall and Spring.

**MUSC 225 - Music Survey (3)**

A survey of music for the non-music major which includes a study of music elements, the development of music from the Middle Ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert attendance may be required.

Offered: Fall, Spring, and Summer.

**MUSC 235 - Music History I (3)**

An introduction to non-Western music and a study of the history of Western music from ancient Greek civilization to the Baroque period.

Prerequisite: ENGL 102 and MUSC 106. Designations: IL3. Offered: Fall.

**MUSC 236 - Music History II (3)**

An introduction to non-Western music and a study of the history of Western music from the Baroque period to the present.

Prerequisite: ENGL 102 and MUSC 106. Designations: IL3, WI3. Offered: Spring.

**MUSC 245 - Brass and Percussion Class (1)**

Elementary instruction in the techniques of playing instruments in the brass and percussion families.

Offered: Fall.

**MUSC 246 - Strings and Woodwinds Class (1)**

Elementary instruction in the techniques of playing instruments in the string and woodwind families.

Offered: Spring.

**MUSC 247 - Conducting Fundamentals (1)**

An introduction to the fundamentals of conducting.

Prerequisite: MUSC 105 and MUSC 106 or equivalent.

Offered: Spring.

**MUSC 248 - Marching Band Techniques (1)**

Marching styles, problems of teaching marching, plotting half-time shows, and instruction in contest and parade participation.

Offered: Fall, Even Years.

**MUSC 250 - Vocal Techniques Class (1)**

The basics of correct vocal technique taught within a group-private lesson setting. Students learn correct vocal technique and have lab experience teaching beginning vocal techniques individually, in small groups, and in larger classes. This course is designed especially for the music education major with instrumental concentration, though others may enroll with permission of the instructor.

Offered: Spring.

**MUSC 257 - Voice Diction (1)**

A guide to pronouncing the sounds of English, Latin, Italian, German, and French, with emphasis on English, and the written transcription of these languages utilizing General Phonetics and the International Phonetic Alphabet as they relate to the performance of vocal solo and choral music.

Offered: Fall, Even Years.

**MUSC 259 - Advanced Piano Skills (1)**

Group instruction in sight-reading, harmonization of melodies, transposition, playing by ear, open score reading, basso continuo realization, and improvisation. Permission of instructor is required.

Offered: Fall, Odd Years.

**MUSC 290 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Prerequisite: MUSC 191. Offered: Fall and Spring.

**MUSC 291 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Prerequisite: MUSC 290. Offered: Fall and Spring.

**MUSC 305 - Counterpoint (2)**

An examination of linear writing and combination of contrapuntal voices in the Baroque period. Composition and analysis are required.

Prerequisite: MUSC 205. Offered: Fall, Even Years.

**MUSC 306 - Orchestration and Arranging (2)**

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

Prerequisite: MUSC 205. Offered: Spring.

**MUSC 307 - Composition I (3)**

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged.

Prerequisite: MUSC 205. Offered: Fall and Spring.

**MUSC 308 - Composition II (3)**

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performance of student compositions will be arranged.

Prerequisite: MUSC 205 and MUSC 307. Offered: Fall and Spring.

**MUSC 312 - Junior Recital (2)**

Presentation of at least 30 minutes of music. Required of performance majors.

Prerequisite: MUSC 211. Offered: Fall and Spring..

**MUSC 335 - Music Literature (3)**

Survey of music literature in various genres from the Baroque to the present, including listening, analysis, research, and class presentations.

Prerequisite: MUSC 235 and MUSC 236. Designations: WI3. Offered: Fall.

**MUSC 347 - Elementary Music Education/Classroom Management (3)**

Materials and methods for music specialists. Teaching and supervision of music programs for elementary schools, based on developmental knowledge of music concepts through musical activities. Includes component on classroom management, designed to facilitate procedural and behavior management techniques.

Offered: Fall.

**MUSC 348 - Secondary Music Education/Classroom Management (3)**

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, and techniques for general music, instrumental, and vocal classes. Includes component on classroom management, designed to facilitate procedural and behavior management techniques.

Offered: Spring.

**MUSC 349 - Instrumental Methods and Literature (2)**

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Included is preparation for contests and public performances, recruitment of instrumentalists, literature, and pedagogical techniques for beginning instrumentalists.

Offered: Spring.

**MUSC 365 - Instrumental Music in the Church (3)**

Designed to provide the church musician with practical knowledge of church instrumental music. Included is the history of church instrumental music, introduction to all orchestral instruments, handbell techniques and conducting handbell ensembles, organizing a church orchestra and contemporary worship ensemble, rehearsal techniques, basics of playing guitar, and an introduction to sound equipment.

Offered: Spring, Odd Years.

**MUSC 366 - Choral Music in the Church (3)**

Designed to provide the church musician with practical knowledge of church choral music. Included is the study and practice of current and traditional philosophies of choirs in churches, methods, and materials used with preschool through senior adult choirs.

Offered: Spring, Even Years.

**MUSC 370 - Concert Choir (0-1)**

A mixed touring chorus of select voices determined by auditions held in the Spring of the preceding school year and the beginning of the Fall semester. Open to any student.

Offered: Fall and Spring.

**MUSC 375 - Chorale (0-1)**

A choral group which prepares programs of sacred and secular music for presentation. Open to any student without audition.

Offered: Fall and Spring.

**MUSC 378 - Opera and Musical Theatre (0-1)**

Participation in operatic and musical productions giving the singer an opportunity to perform roles in works ranging from chamber opera to standard operatic and musical literature. Open to any student with permission of the instructor.

Offered: Fall and Spring.

**MUSC 385 - Symphonic Band (0-1)**

The main instrumental (wind) ensemble of the University. Emphasis is on the performance of quality wind literature. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 386 - Orchestra (0-1)**

A semi-professional orchestra open to any student as well as residents of the community by audition. Open to any student with permission of instructor.

Offered: Fall and Spring.

**MUSC 390 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Prerequisite: MUSC 291. Offered: Fall and Spring.

**MUSC 391 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Prerequisite: MUSC 390. Offered: Fall and Spring.

**MUSC 400 - Special Topics in Music (0-3)**

Specialized study in selected areas of music. Course content will vary and will reflect current developments in music and respond to student interest and need.

Offered: As Needed.

**MUSC 405 - Form and Analysis (2)**

A study of the forms of composition beginning with phrase and period and covering large forms such as rondo, sonata, concerto, and fugue.

Prerequisite: MUSC 206. Offered: Fall, Odd Years.

**MUSC 412 - Liberal Arts Recital (2)**

Presentation of at least 30 minutes of music. Option for BA in Music.

Prerequisite: Completion of applied lessons at 300 level.  
Offered: Fall and Spring.

**MUSC 413 - Senior Recital (3)**

Presentation of at least 55 minutes of music. Required of performance majors.

Prerequisite: MUSC 312. Offered: Fall and Spring.

**MUSC 425 - Vocal Literature (3)**

A survey of art song literature from the late Renaissance to the present.

Prerequisite: Completion of at least two credit hours of applied voice at the 200 level. Offered: As Needed.

**MUSC 426 - Piano Literature (3)**

A survey of solo and ensemble clavier/piano literature from the Renaissance to the present.

Prerequisite: Completion of at least two credit hours of applied piano at the 200 level. Offered: As Needed.

**MUSC 427 - Organ Literature (3)**

A survey of organ literature from the Renaissance to the present.

Prerequisite: Completion of at least two credit hours of applied organ at the 200 level. Offered: As Needed.

**MUSC 428 - Instrumental Literature (3)**

A survey of important solo and ensemble literature as well as method and etude books in the student's area of instrumental concentration.

Prerequisite: Completion of at least two credit hours of applied music on the student's instrument of concentration.  
Offered: As Needed.

**MUSC 446 - Choral Conducting (1)**

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience.

Prerequisite: MUSC 247. Offered: Fall.

**MUSC 447 - Instrumental Conducting (1)**

A study of instrumental conducting as it relates to the conducting of modern bands and orchestras, including history, technique (baton and instrumental), foreign terminology, score study, and analysis.

Prerequisite: MUSC 247. Offered: Spring.

**MUSC 449 - Musical Understanding in 21st Century Schools (3)**

Build upon knowledge gained in MUSC 347, MUSC 348, and EDUC 350. Includes internship placement, with focus on assessment of individual student needs, and planning and delivering appropriate instruction. Study and implementation of research-based instructional strategies that facilitate development of 21st-century skills, critical thinking, problem-solving, and meaningful integration of technology. Music-education-specific methods and classroom-management techniques will be discussed. Special focus on assessment in the music classroom, organization of student learning teams, professional development, and the North Carolina Teacher Candidate Standards. Taken semester before student teaching semester and located in a partnership school.

Prerequisite: MUSC 347 and MUSC 348. Offered: Fall and Spring.

**MUSC 450 - Instrumental Pedagogy (2)**

The study of methods and materials appropriate for private and group instruction for the teaching of instrumental music from the beginner through adult learner including the history and development of instruments.

Offered: As Needed.

**MUSC 453 - Performance Seminar (1)**

Includes performance requirements, literature research and discussion, and writing of program notes.

Offered: Fall.

**MUSC 454 - Performance Seminar (1)**

Includes performance requirements, literature research and discussion, and writing of program notes.

Prerequisite: MUSC 453. Offered: Fall.

**MUSC 455 - Piano Pedagogy (2)**

Methods and materials appropriate for private and group instruction of children or adults from beginners to intermediate level. Supervision of class participants in required teaching of private piano lessons.

Prerequisite: Minimum of six hours of applied piano study.  
Offered: Fall, Even Years.

**MUSC 457 - Vocal Pedagogy (2)**

A study of methods and materials for the teaching of private and class voice. Supervision of class participants in required teaching of private voice lessons.

Prerequisite: Minimum of six hours of applied vocal study.  
Offered: Spring, Odd Years.

**MUSC 459 - Organ Pedagogy (2)**

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction.

Prerequisite: Minimum of six hours of applied organ study.  
Offered: As Needed.

**MUSC 464 - Worship in the Church (2)**

Study of the history of worship, different philosophies of worship, and relating the philosophies with current church music issues. Includes worship planning and leading congregational worship.

Offered: Fall, Odd Years.

**MUSC 465 - Congregational Song (3)**

A study of church history and congregational worship music from A.D. 700 through the contemporary period.

Prerequisite: MUSC 106. Offered: Fall, Even Years.

**MUSC 466 - Church Music Administration (3)**

Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator.

Offered: Fall, Odd Years.

**MUSC 467 - Church Music Seminar and Field Work (3)**

Philosophy, observation, and participation in the administration of a church music program.

Prerequisite: MUSC 466. Offered: Spring, Even Years.

**MUSC 490 - Concert/Recital Lab (0 each semester)**

A required set of attended concerts and recitals per semester as stated in the current Music Handbook.

Prerequisite: MUSC 391. Offered: Fall and Spring.

**MUSC 491 - Composition III (3)**

Senior Composition project.

Prerequisite: MUSC 307 and MUSC 308. Offered: Fall and Spring.

**MUSC 492 - Composition IV (3)**

Senior Composition project.

Prerequisite: MUSC 307 and MUSC 308. Offered: Fall and Spring.

**MUSC 493 - Treatise I (2)**

Required for BA in Music, Treatise Option.

Offered: Fall and Spring.

**MUSC 494 - Treatise II (2)**

Required for BA in Music, Treatise Option.

Prerequisite: MUSC 493. Offered: Fall and Spring.

**MUSC 495 - Independent Study (1-3)**

Supervised study program in a field of special interest.

Offered: As Needed.

**MUSC 496 - Independent Study (1-3)**

Supervised study program in a field of special interest.

Prerequisite: MUSC 495. Offered: As Needed.

**MUSC 497 - Composition Presentation (1)**

The student will explain and defend the senior composition project in a formal setting open to the academic community and the public. Public speaking component.

Offered: As Needed.

## MUSE - Museum Studies

**MUSE 200 - Introduction to Museum Studies (3)**

This course introduces students to the nature and culture of museums. Students explore museums' missions and roles in society through case studies and exhibitions in a variety of museums including art, ethnographic, history, natural history, and science museums. Students explore contemporary museums in terms of their history and diversity, as well as current issues facing museums. The course focuses on the principal areas of museum work: collections, interpretation, museums and communities, capacity building, and leadership.

Offered: Fall, Odd Years.

**MUSE 310 - Collections Management (3)**

This course introduces the collections accessioning, care, and presentation processes facing museum staff every day. Topics will be addressed in readings, discussions, lectures, and hands-on experience. A large component of this course is hands-on collection care tasks that will be completed during scheduled class time.

Offered: Spring, Even Years.

**MUSE 320 - Museum Education and Outreach (3)**

This course introduces educational topics relevant to museum professionals such as: pedagogical theory, object-based learning, and multi-generational learning environments which foster the development of effective and motivating educational programs in museums. It also explores the challenges and best practices for engaging community partners such as schools, civic organizations, donors, funding agencies, and the general public.

Offered: Fall, Even Years.

**MUSE 330 - Exhibit Design (3)**

This course explores the planning and design phases of exhibition development in museums, aquariums, and zoos, with an emphasis on interpretative design. Class time will include: lectures, discussion, media presentations, and group work. This course provides motivated students with fundamental preparation for further training as museum professionals.

Offered: Spring, Odd Years.

**MUSE 401 - Museum Practicum (1 (repeatable up to three hours))**

A collaborative experiential learning class in which students coordinate the planning, creation, marketing, and display of an original exhibit.

Offered: As Needed.

**MUSE 497 - Museum Internship 1 (3)**

Up to two credit hours of internship in a museum setting.

Prerequisite: Approval of the Museum Studies Program Coordinator. Designations: PRE . Offered: As Needed.

**MUSE 498 - Museum Internship 2 (3)**

Up to four credit hours of internship in a museum setting.

Prerequisite: Junior standing and approval of the Museum Studies Program Coordinator. Designations: PRE. Offered: As Needed.

**NURS - Nursing****NURS 105 - Pharmacology Concepts (2)**

This introductory course utilizes basic mathematics as a foundation for medication dosage calculations. Basic and advanced medication calculations are emphases in this course. Advanced intravenous and weight-based dosage calculations will also be discussed. An introduction to drug classifications, indications, and nursing considerations will be discussed in each unit. Class hours: 2; Clinical hours: 0; Credit hours: 2.

Prerequisite: ASN: None. Advanced Placement LPN Option: BIOL 203, BIOL 204; NURS 106, NURS 107, NURS 108; PSYC 201. Corequisite: ASN: BIOL 203; NURS 106, NURS 107, NURS 108, NURS 109, NURS 110; PSYC 201. Advanced Placement LPN Option: NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118; PSYC 206. Offered: Fall (ASN), Spring (Advanced Placement LPN).

**NURS 106 - Fundamental Concepts of Nursing (4)**

This course provides a foundation for the practice of nursing and introduces basic nursing concepts related to client-centered care. Emphasis is on establishing nursing knowledge, caring, competence, and communication for the professional nurse, while integrating concepts from the sciences and liberal arts. A major concentration of the course includes application of the nursing process to provide care for clients within a cultural, legal, and ethical framework. Class hours: 4; Clinical hours: 0; Credit hours: 4.

Corequisite: BIOL 203; NURS 105, NURS 107, NURS 108, NURS 109, NURS 110; PSYC 201. Offered: Fall.

**NURS 107 - Fundamental Concepts Experiential Lab (1)**

This course focuses on evidence-based practice beginning level clinical nursing skills used in providing client-centered care for clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic instruction and simulation. Fundamental nursing concepts, such as cultural competence, quality improvement, and use of technology are incorporated into performance of clinical nursing skills. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Corequisite: BIOL 203; NURS 105, NURS 106, NURS 108, NURS 109, NURS 110; PSYC 201. Offered: Fall.

**NURS 108 - Application of Fundamental Concepts (1)**

This course provides the student with the opportunity to apply fundamental concepts and evidence-based clinical nursing skills in the health care setting. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidence-based practice, informatics, client-centered care, and interdisciplinary teamwork. Class hours: 0; Clinical hours: 45; Credit hours: 1.

Corequisite: BIOL 203; NURS 105, NURS 106, NURS 107, NURS 109, NURS 110; PSYC 201. Offered: Fall.

**NURS 109 - Basic Concepts of Health Assessment (2)**

This course focuses on the skills needed to perform a physical and psychosocial assessment of a client. Emphasis is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidence-based practice are integrated throughout the course. Class hours: 2; Clinical hours: 0; Credit hours: 2.

Corequisite: BIOL 203; NURS 105, NURS 106, NURS 107, NURS 108, NURS 110; PSYC 201. Offered: Fall (ASN); Spring (Advanced Placement LPN).

### **NURS 110 - Health Assessment Experiential Lab (1)**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Corequisite: BIOL 203; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109; PSYC 201. Offered: Fall (ASN); Spring (Advanced Placement LPN).

### **NURS 115 - Basic Concepts Experiential Lab (1)**

This course provides the opportunity to apply theory-based practice in a simulation laboratory setting. Scenarios are utilized to encourage critical thinking skills, interpretation of laboratory data, pharmacology, pathophysiology, use of informatics, and demonstration of clinical skills. Students are guided in planning, selecting, and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: ASN: BIOL 203; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110; PSYC 201. Advanced Placement LPN Option: BIOL 203, BIOL 204; NURS 106, NURS 107, NURS 108; PSYC 201. Corequisite: ASN: BIOL 204; NURS 116, NURS 117, NURS 118; PSYC 206. Advanced Placement LPN Option: NURS 105, NURS 109, NURS 110, NURS 116, NURS 117, NURS 118; PSYC 206. Offered: Spring.

### **NURS 116 - Application of Basic Concepts (2)**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidence-based practice, and application of the nursing process. Class hours: 0; Clinical hours: 90; Credit hours: 2.

Prerequisite: ASN: BIOL 203; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110; PSYC 201. Advanced Placement LPN Option: BIOL 203, BIOL 204; NURS 106, NURS 107, NURS 108; PSYC 201. Corequisite: ASN: BIOL 204; NURS 115, NURS 117, NURS 118; PSYC 206. Advanced Placement LPN Option: NURS 105, NURS 109, NURS 110, NURS 115, NURS 117, NURS 118; PSYC 206. Offered: Spring.

### **NURS 117 - Basic Concepts in Clinical Nursing (4)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Class hours: 4; Clinical hours: 0; Credit hours: 4.

Prerequisite: ASN: BIOL 203; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110; PSYC 201. Advanced Placement LPN Option: BIOL 203, BIOL 204; NURS 106, NURS 107, NURS 108; PSYC 201. Corequisite: ASN: BIOL 204; NURS 115, NURS 116, NURS 118; PSYC 206. Advanced Placement LPN Option: NURS 105, NURS 109, NURS 110, NURS 115, NURS 116, NURS 118; PSYC 206. Offered: Spring.

### **NURS 118 - Concepts in Psychiatric Nursing (3)**

This course prepares the student to apply the nursing process and psychiatric nursing concepts to promote mental health of clients, and to provide care for clients who are experiencing mental health disorders. Concepts relating to mental health and the response to mental illness are components of this course. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: ASN: NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110; BIOL 203; PSYC 201. Advanced Placement LPN Option: BIOL 203, BIOL 204; NURS 106, NURS 107, NURS 108; PSYC 201. Corequisite: ASN: NURS 115, NURS 116, NURS 117; BIOL 204; PSYC 206. Advanced Placement LPN Option: NURS 105, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117; PSYC 206. Offered: Spring.

### **NURS 206 - Nursing Concepts for Childbearing Families (6)**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Class hours: 6; Clinical hours: 0; Credit hours: 6.

Prerequisite: BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118; PSYC 201, PSYC 206. Corequisite: BIOL 105; NURS 207, NURS 208. Offered: Fall.

### **NURS 207 - Childbearing Families Experiential Lab (1)**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing nursing care of the childbearing family and children. Clinical skills are demonstrated through simulations and observations. Applied course concepts include human growth and development, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118; PSYC 201, PSYC 206. Corequisite: BIOL 105; NURS 206, NURS 208. Offered: Fall.

**NURS 208 - Application of Nursing for Childbearing Families (2)**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidence-based practice, patient-centered care, and alterations in health from conception to childbearing. Class hours: 0; Clinical hours: 90; Credit hours: 2.

Prerequisite: BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118; PSYC 201, PSYC 206. Corequisite: BIOL 105; NURS 206, NURS 207. Offered: Fall.

**NURS 209 - Advanced Concepts in Clinical Nursing (6)**

This course offers a focus on synthesis of concepts, research, and evidence-based practice for an adult population with complex multisystem health care needs. Course activities prepare the student to critically appraise and apply previous nursing knowledge. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness management, and rehabilitation of an adult population in a variety of acute care settings. Class hours: 6; Clinical hours: 0; Credit hours: 6.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118, NURS 206, NURS 207, NURS 208; PSYC 201, PSYC 206. Corequisite: NURS 210, NURS 211, NURS 290, and all other courses required for graduation. Offered: Spring.

**NURS 210 - Advanced Concepts Experiential Lab (1)**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing complex and multi-system health needs of adults. Clinical skills are demonstrated through simulations and observations. Applied course concepts include management of care, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Specific techniques utilized during the simulation include demonstration of clinical skills, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118, NURS 206, NURS 207, NURS 208; PSYC 201, PSYC 206. Corequisite: NURS 209, NURS 211, NURS 290, and all other courses required for graduation. Offered: Spring.

**NURS 211 - Application of Advanced Concepts (3)**

This course provides the opportunity for the transition from student to professional nursing role through a focused client care experience (FCCE) in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical setting with a one-on-one practicing clinical role model. This FCCE will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the registered nurse licensing exam. The course meets the Professional Readiness Experience graduation requirement. Class hours: 35; Clinical hours: 100; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118, NURS 206, NURS 207, NURS 208; PSYC 201, PSYC 206. Corequisite: NURS 209, NURS 210, NURS 290, and all other courses required for graduation. Designations: PRE . Offered: Spring.

**NURS 239 - Nursing Assessment (2)**

This course focuses on the skills needed to perform a physical and psychosocial assessment of a client. Emphasis is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally competent care and evidence-based practice are integrated throughout the course. Class hours: 2; Clinical hours: 0; Credit hours: 2.

Prerequisite: BIOL 203. Corequisite: NURS 240, NURS 339. Offered: Fall.

**NURS 240 - Nursing Assessment Lab (1)**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 203. Corequisite: NURS 239 and NURS 339. Offered: Fall.



### **NURS 261 - Introduction to Nursing (4)**

This course provides a foundation for the practice of nursing and introduces basic nursing concepts related to client-centered care. Emphasis is on establishing nursing knowledge, caring, competence, and communication for the professional nurse, while integrating concepts from the sciences and liberal arts. A major concentration of the course includes application of the nursing process to provide care for clients within a cultural, legal, and ethical framework. Class hours: 4; Clinical hours: 0; Credit hours: 4.

Prerequisite: BIOL 203; NURS 239, NURS 240, NURS 339.  
Corequisite: NURS 262, NURS 263, and NURS 340.  
Offered: Spring.

### **NURS 262 - Introduction to Nursing Lab (1)**

This course focuses on evidence-based practice beginning level clinical nursing skills used in providing client-centered care for clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic instruction and simulation. Fundamental nursing concepts, such as cultural competence, quality improvement, and use of technology are incorporated into performance of clinical nursing skills. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 203; NURS 239, NURS 240, NURS 339.  
Corequisite: NURS 261, NURS 263, and NURS 340.  
Offered: Spring.

### **NURS 263 - Introduction to Nursing Practicum (1)**

This course provides the student with the opportunity to apply fundamental concepts and evidence-based clinical nursing skills in the health care setting. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidence-based practice, informatics, client-centered care, and interdisciplinary teamwork. Class hours: 0; Clinical hours: 45; Credit hours: 1.

Prerequisite: BIOL 203; NURS 239, NURS 240, NURS 339.  
Corequisite: NURS 261, NURS 262, and NURS 340.  
Offered: Spring.

### **NURS 290 - Transition to Practice (3)**

This hybrid course concentrates on transition to practice issues, which include critical thinking, delegation, management of care, and prioritization for the graduate nurse. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidence-based practice is also included. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 105, NURS 106, NURS 107, NURS 108, NURS 109, NURS 110, NURS 115, NURS 116, NURS 117, NURS 118, NURS 206, NURS 207, NURS 208; PSYC 201, PSYC 206. Corequisite: NURS 209, NURS 210, NURS 211, and all other courses required for graduation. Designations: IL3. Offered: Spring.

### **NURS 300 - Concepts in Professional Nursing (2)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, and components of professional nursing practice. Class hours: 2; Clinical hours: 0; Credit hours: 2.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 461, NURS 462, NURS 463, NURS 470; PSYC 201, PSYC 206.  
Corequisite: NURS 441, NURS 442, NURS 443, NURS 444, NURS 460, and all other courses required for graduation. Offered: Spring.

### **NURS 307 - Communication Skills in Nursing (3)**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. This is a Writing Intensive course that meets the Tier Three second course (WI3) requirement according to Gardner-Webb University's Writing Intensive Quality Enhancement Plan (QEP). Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 339, NURS 340. Corequisite: NURS 342, NURS 343, NURS 344, and NURS 345. Designations: IL3, WI3. Offered: Fall.

### **NURS 339 - Pharmacology in Nursing Practice (2)**

This introductory course utilizes basic mathematics as a foundation for medication dosage calculations. Basic and advanced medication calculations, including intravenous and weight-based dosage calculations will be discussed. Drug classifications, indications, physiological actions, contraindications, desired and adverse effects, routes, and nursing considerations will be included. Emphasis is placed on the nurse's responsibility in drug administration and assessment of the client's response to drug therapy. Class hours: 2; Clinical hours: 0; Credit hours: 2.

Prerequisite: BIOL 203. Corequisite: NURS 239 and NURS 240. Offered: Fall.

### **NURS 340 - Nutrition in Nursing Practice (2)**

This course will provide a study of nutritional value in health promotion and disease management. Emphasis will be placed on the human need and utilization of nutrients to maintain optimal health status. Nutritional considerations associated with cultural diversity, socioeconomic status, and healthy lifestyles will be examined. Class hours: 2; Clinical hours: 0; Credit hours: 2.

Prerequisite: BIOL 203; NURS 239, NURS 240, NURS 339.  
Corequisite: NURS 261, NURS 262, and NURS 263.  
Offered: Spring.

### **NURS 342 - Adult Health I Lab (1)**

This course provides the opportunity to apply theory-based practice in a simulation laboratory setting. Scenarios are utilized to encourage critical-thinking skills, interpretation of laboratory data, pharmacology, pathophysiology, use of informatics, and demonstration of clinical skills. Students are guided in planning, selecting, and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 339, NURS 340; PSYC 201. Corequisite: NURS 307, NURS 343, NURS 344, NURS 345, and PSYC 206. Offered: Fall.

### **NURS 343 - Adult Health I Practicum (2)**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidence-based practice, and application of the nursing process. Class hours: 0; Clinical hours: 90; Credit hours: 2.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 339, NURS 340 PSYC 201. Corequisite: NURS 307, NURS 342, NURS 344, NURS 345, and PSYC 206. Offered: Fall.

### **NURS 344 - Adult Health I (4)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Fall. Class hours: 4; Clinical hours: 0; Credit hours: 4.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 339, NURS 340; PSYC 201. Corequisite: NURS 307, NURS 342, NURS 343, NURS 345, and PSYC 206. Offered: Fall.

### **NURS 345 - Mental Health Nursing (3)**

This course prepares the student to apply the nursing process and psychiatric nursing concepts to promote mental health of clients, and to provide care for clients who are experiencing mental health disorders. Concepts relating to mental health and the response to mental illness are components of this course. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 339, NURS 340. Corequisite: NURS 307, NURS 342, NURS 343, NURS 344, and PSYC 206. Offered: Fall.

### **NURS 361 - Maternal/Child Nursing (6)**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Class hours: 6; Clinical hours: 0; Credit hours: 6.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345. Corequisite: NURS 362, NURS 363, and NURS 470. Offered: Spring.

### **NURS 362 - Maternal/Child Nursing Lab (1)**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing nursing care of the childbearing family and children. Clinical skills are demonstrated through simulations and observations. Applied course concepts include human growth and development, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345. Corequisite: NURS 361, NURS 363, and NURS 470. Offered: Spring.

### **NURS 363 - Maternal/Child Nursing Practicum (2)**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidence-based practice, patient-centered care, and alterations in health from conception to childbearing. Class hours: 0; Clinical hours: 90; Credit hours: 2.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345. Corequisite: NURS 361, NURS 362, and NURS 470. Offered: Spring.

**NURS 441 - Nursing Care of the Older Adult (3)**

This course introduces the dimensions of caring for the older adult with evidence-based application of knowledge. Normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult are included. The course emphasizes providing critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 461, NURS 462, NURS 463, NURS 470 and all other courses required for graduation. Corequisite: NURS 300, NURS 442, NURS 443, NURS 444, and NURS 460. Offered: Spring.

**NURS 442 - Nursing Trends and Issues (3)**

This hybrid course concentrates on transition to practice issues, which include critical thinking, delegation, management of care, and prioritization for the graduate nurse. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidence-based practice is also included. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 461, NURS 462, NURS 463, NURS 470; PSYC 201, PSYC 206. Corequisite: NURS 300, NURS 441, NURS 443, NURS 444, NURS 460, and all other courses required for graduation. Offered: Spring.

**NURS 443 - Essentials of Public Health and Community Nursing (3)**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is focused on illness prevention, health promotion, and health maintenance and restoration for individuals and families across the lifespan. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 461, NURS 462, NURS 463, NURS 470; PSYC 201, PSYC 206. Corequisite: NURS 300, NURS 441, NURS 442, NURS 444, NURS 460, and all other courses required for graduation. Offered: Spring.

**NURS 444 - Public Health and Community Nursing Practicum (1)**

This course provides students with the opportunity to apply public health and community nursing concepts to individuals, families, and communities through faculty and preceptor guided clinical experiences. Application of evidence-based nursing practice is used to apply theory to nursing practice in public health and community settings. Class hours: 0; Clinical hours: 45; Credit hours: 1.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 461, NURS 462, NURS 463, NURS 470; PSYC 201, PSYC 206. Corequisite: NURS 300, NURS 441, NURS 442, NURS 443, NURS 460, and all other courses required for graduation. Offered: Spring.

**NURS 460 - Essentials of Nursing Management and Leadership (3)**

This course introduces the student to a synthesis of leadership/ management theories within health care agencies and organizations. Emphasis is placed on the leading/managing behaviors of the professional nurse as an individual and a group member in a variety of settings. This is a Writing Intensive course that meets the Tier Three second course (WI3) requirement according to Gardner-Webb University's Writing Intensive Quality Enhancement Plan (QEP). Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 461, NURS 462, NURS 463, NURS 470; PSYC 201, PSYC 206. Corequisite: NURS 300, NURS 441, NURS 442, NURS 443, NURS 444, and all other courses required for graduation. Designations: WI3. Offered: Spring.

**NURS 461 - Adult Health II (6)**

This course offers a focus on synthesis of concepts, research, and evidence-based practice for an adult population with complex multi-system health care needs. Course activities prepare the student to critically appraise and apply previous nursing knowledge. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness management, and rehabilitation of an adult population in a variety of acute care settings. Class hours: 6; Clinical hours: 0; Credit hours: 6.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 470. Corequisite: NURS 462 and NURS 463. Offered: Fall.

**NURS 462 - Adult Health II Lab (1)**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing complex and multi-system health needs of adults. Clinical skills are demonstrated through simulations and observations. Applied course concepts include management of care, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Specific techniques utilized during the simulation include demonstration of clinical skills, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Class hours: 3; Clinical hours: 0; Credit hours: 1.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 470. Corequisite: NURS 461 and NURS 463. Offered: Fall.

**NURS 463 - Adult Health II Practicum (3)**

This course provides the opportunity for the transition from student to professional nursing role through a focused client care experience (FCCE) in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical setting with a one-on-one practicing clinical role model. This FCCE will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the registered nurse licensing exam. The course meets the Professional Readiness Experience graduation requirement. Class hours: 35; Clinical hours: 100; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345, NURS 361, NURS 362, NURS 363, NURS 470. Corequisite: NURS 461 and NURS 462. Offered: Fall.

**NURS 470 - Research for Evidence-Based Practice (3)**

This course introduces the student to nursing research and the role of nursing research in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings, and incorporating research into evidence-based practice. Class hours: 3; Clinical hours: 0; Credit hours: 3.

Prerequisite: BIOL 105, BIOL 203, BIOL 204; PSYC 201, PSYC 206; NURS 239, NURS 240, NURS 261, NURS 262, NURS 263, NURS 307, NURS 339, NURS 340, NURS 342, NURS 343, NURS 344, NURS 345. Corequisite: NURS 361, NURS 362, and NURS 363. Offered: Spring.

**PHED - Physical Education**

NOTE: For Physical Education courses (PHED 140-165) additional fees, equipment purchases, and/or activity-specific clothing requirements may apply.

**PHED 141 - Aerobic Fitness (1)**

Offered: As Needed.

**PHED 142 - Aerobic Walking (1)**

Offered: As Needed.

**PHED 143 - Jogging (1)**

Offered: As Needed.

**PHED 145 - Weight Training (1)**

Offered: As Needed.

**PHED 146 - Military Fitness (1)**

Offered: As Needed.

**PHED 150 - Tennis/Badminton (1)**

Offered: As Needed.

**PHED 151 - Racquetball (1)**

Offered: As Needed.

**PHED 152 - Recreational Dance (1)**

Offered: As Needed.

**PHED 153 - Golf (1)**

Offered: As Needed.

**PHED 154 - Golf and Bowling (1)**

Offered: As Needed.

**PHED 156 - Team Sports (1)**

Offered: As Needed.

**PHED 157 - Swimming (1)**

Offered: As Needed.

**PHED 158 - Martial Arts (1)**

Offered: As Needed.

**PHED 161 - Hiking/Orienteering (1)**

Field experience required.

Offered: As Needed.

**PHED 165 - Alpine Tower Challenges (1)**

Offered: As Needed.

**PHED 211 - Introduction to Health, Sport, and Physical Education (3)**

An overview of physical and health education, with emphasis placed on history, philosophy, 21st century issues, and career opportunities. Both domestic and global perspectives will be examined.

Offered: Fall.

**PHED 213 - Lifeguarding and Lifeguarding Instructor (3)**

Emphasis on developing competencies in American Red Cross Lifeguarding skills, including CPR and first aid, and preparation for authorization as an ARC Lifeguarding Instructor. Students may receive certification in ARC Lifeguarding, CPR for the Professional Rescuer, including AED training, fundamentals of Instructor Training, and Lifeguard Instructor. Recommended for the student who is/was a certified lifeguard. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement.)

Offered: As Needed.

**PHED 214 - Swimming and Water Safety Instructor (3)**

Emphasis on development of swimming skills directed toward becoming an American Red Cross Water Safety Instructor. Students may receive certifications in ARC swimming, Fundamentals of Instructor Training, and preparation for authorization as an ARC Water Safety Instructor. The student is required to pass a proficiency test the first week of class to remain in the course. (Will substitute for Physical Dimensions of Wellness requirement.)

Offered: As Needed.

**PHED 235 - Motor Learning (3)**

A study of basic concepts applicable to motor skill acquisition, motor control, and motor development. Areas of study include variables effecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning).

Offered: Spring, Even Years.

**PHED 300 - Healthful Living for Elementary Educators (3)**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required.

Prerequisite: EDUC 250. Offered: As Needed.

**PHED 301 - Elementary School Physical Education (3)**

Methods, materials, and techniques for instruction in recognizing, identifying, and applying a planned, sequential program in elementary physical education. A field experience is required.

Prerequisite: EDUC 250. Offered: Fall, Odd Years.

**PHED 303 - Intramurals (2)**

Principles and ideas to effectively organize and administer intramural sports programs in various school settings. A field experience is required.

Offered: As Needed.

**PHED 309 - Officiating (2)**

Theories and techniques, both general and sport-specific, designed to orient the student to the field of sports officiating. A field experience is required.

Offered: As Needed.

**PHED 310 - Outdoor Education (3)**

Designed to provide the student with practical knowledge as it relates to camping, hiking, backpacking, and related basic wilderness survival skills. Fees may apply. A field experience is required.

Offered: Spring.

**PHED 311 - Healthful Living for the Elementary Educator Seminar (1)**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students.

Prerequisite: Grade of "C" or better in EDUC 250. Offered: Fall, Spring, and Summer.

**PHED 331 - Creative Movement (3)**

Methods, materials, and techniques for teaching movement and dance on the K-12 level. Emphasis is on creativity through movement exploration and dance.

Offered: As Needed.

**PHED 336 - Theory and Techniques of Coaching (3)**

An examination of issues relating to the coaching profession, including recruiting, motivation, ethics, public relations, and administrative responsibilities.

Offered: Fall.

**PHED 341 - Theory and Techniques of Team Sports (3)**

Methods, theories, and techniques for teaching team sports.

Offered: Fall.

**PHED 342 - Theory and Techniques of Individual and Dual Sports (3)**

Methods, theories, and techniques for teaching individual and dual sports.

Offered: Spring.

**PHED 343 - Secondary School Physical Education (3)**

Focus is on methods, materials, development, and delivery of physical education instructional programs designed for students in grades 6-12. A field experience is required.

Prerequisite: EDUC 250. Corequisite: HLED 321. Offered: Spring, odd years..

**PHED 346 - Biomechanics for Physical Education (3)**

An overview of basic anatomical and mechanical principles related to human movement in sport and physical activity.

Prerequisite: BIOL 101. Offered: Fall, Even Years.

**PHED 400 - Community Recreation Programs (3)**

A survey of the recreation field with respect to philosophies, practices, work settings, trends, knowledge bases, and skills and employment opportunities.

Offered: Fall, odd years.

**PHED 401 - Psychology of Sport and Physical Activity (3)**

This course examines various psychological parameters which influence sport behavior and performance.

Offered: As Needed.

**PHED 402 - Physical Education for Diverse Populations (3)**

A study of the instruction of physical education and healthy activity for diverse populations. These populations include the handicapped, the young, the elderly, the disadvantaged, and other groups. Field experience required.

Prerequisite: EDUC 250. Designations: WI3 and IL3.

Offered: Spring, Even Years.

**PHED 407 - Scientific Principles for Physical Education and Sport Pedagogy (3)**

A study of the responses and adaptations of the cardiorespiratory, muscular, neural, and energy systems to aerobic and anaerobic exercise, the principles of nutrition, and ergogenic aids focusing on strategies for teaching these principles in non-clinical physical education and sport pedagogy settings.

Prerequisite: BIOL 101. Offered: Fall, odd years.

**PHED 408 - Organization and Administration of Physical Education and Athletics (3)**

The study and application of various administrative issues involved in the fields of athletics and physical education.

Offered: Fall, Even Years.

**PHED 409 - Assessment in Physical and Health Education (3)**

The study of various tests and measurements used for assessment in health and physical education programs, with special attention given to elementary statistical procedures, test administration, and principles of grading.

Offered: Spring, Even Years.

**PHED 430 - Special Topics in Health and Physical Education (1-3)**

Specialized study in selected areas of the health and/or physical education disciplines. Course content will vary and may, at times, include travel and/or field experiences. Content will reflect current practices in the field and student interest and need.

Offered: As Needed.

**PHED 432 - Seminar for Physical Educators and Health Educators (3)**

Methods, materials, theory, practice, and program development in teaching physical and health education on the K-12 level. Must be taken the semester prior to student teaching. Field experience required.

Designations: WI3 and IL3. Offered: Fall and Spring.

**PHED 495 - Independent Study I (1-6 each semester)**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

Offered: As Needed.

**PHED 496 - Independent Study II (1-6 each semester)**

Designed to enable a student to undertake a specific research or intern project of professional interest and need. Departmental approval required.

Offered: As Needed.

**PHIL - Philosophy****PHIL 200 - Introduction to Philosophy (3)**

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

Offered: Fall.

**PHIL 201 - An Introduction to Logic (3)**

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

Offered: Spring.

**PHIL 337 - Philosophy of Religion (3)**

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

Prerequisite: PHIL 200 or permission of the instructor.  
Offered: Fall, Odd Years.

**PHIL 338 - Epistemology (3)**

Survey in the traditional problems in epistemology, including the nature of human knowledge, the relations between knowledge and true belief, and the nature of rationality and justification. Also includes a section on the rationality of religious belief.

Prerequisite: PHIL 200 or permission of the instructor.  
Offered: As Needed.

**PHIL 380 - Selected Topics in Philosophy (3)**

A specialized study of an advanced topic in philosophy.

Prerequisite: PHIL 200 or permission of the instructor.  
Offered: As Needed.

**PHYS - Physics****PHYS 103 - Physics in Everyday Life (4)**

This course deals with many concepts of the classical and modern physics by examining technologies and phenomena found in everyday life. The technologies examined are chosen by the students and topics include basic mechanics and wave motion, atomic and nuclear physics, in addition to Einstein's theory of relativity. Lab included.

Prerequisite: Background in college algebra. Offered: Spring; Summers variable.

**PHYS 104 - Astronomy (4)**

A survey of fundamental concepts in modern and historical astronomy and astrophysics. Topics include the origin and nature of patterns and motions in the sky; the makeup and dynamics of our solar system, the sun as a star, and the stellar properties and evolution in general; astronomical instruments and techniques; and galaxies and cosmology. Lab included. (The course will include some night-time observing.)

Prerequisite: Background in college algebra strongly recommended. Offered: Fall.

**PHYS 111 - General Physics I (4)**

The first of a two-semester general physics sequence intended for pre-professional school students and/or non-science majors. This course and PHYS 112 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces of gravity, energy, thermodynamics, and Einstein's theory of special relativity. Lab included.

Prerequisite: MATH 150 or higher. Offered: Fall; As Needed.

**PHYS 112 - General Physics II (4)**

This course is the second semester of a two-semester general physics sequence intended to be taken after PHYS 111. Topics include electricity and magnetism, rotational kinematics, oscillatory motion, and optics. Lab included.

Prerequisite: PHYS 111 or permission of instructor; MATH 150 or higher. Offered: Spring; As Needed.

**PHYS 203 - General Physics for Scientists and Engineers I (4)**

This course is the first of a two-semester general physics sequence intended for all science, mathematics, and computer science majors. This course and PHYS 204 are designed to be taken in order. Topics include classical mechanics and kinematics, Newton's Laws and forces, gravity, energy, Einstein's theory of special relativity, and an introduction to electrostatics. Lab included.

Prerequisite: MATH 151 or higher. Offered: Fall.

**PHYS 204 - General Physics for Scientists and Engineers II (4)**

This course is the second of a two-semester general physics sequence intended to be taken after PHYS 203. Topics include electricity and magnetism, rotational kinematics, oscillatory motion, thermodynamics, and optics. Lab included.

Prerequisite: PHYS 203 or permission of instructor; MATH 151 or higher. Offered: Spring.

**PHYS 395 - Independent Study (Juniors) (1-3)**

This course may be designed to meet the needs and interested of exceptionally qualified students wishing to investigate an advanced physics topic. Juniors will enroll in 395 while seniors will enroll in 495. Topic and credits will be arranged in consultation with an instructor prior to term in which the work is performed.

Offered: As Needed.

**PHYS 495 - Independent Study (Seniors) (1-3)**

This course may be designed to meet the needs and interested of exceptionally qualified students wishing to investigate an advanced physics topic. Juniors will enroll in 395 while seniors will enroll in 495. Topic and credits will be arranged in consultation with an instructor prior to term in which the work is performed.

Offered: As Needed.

**POLS - Political Science****POLS 201 - Introduction to Political Science (3)**

A basic course in political science dealing with the fundamentals of persons politically organized.

Designations: IL3, WI3. Offered: Fall, Odd Years.

**POLS 202 - American Government (3)**

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system.

Offered: Fall, Spring, and Summer.

**POLS 220 - Adventures in Politics (1)**

This course offers students unique opportunities to explore non-traditional curricula and instructional methods. This course may be repeated if content changes.

Offered: Intermittently .

**POLS 304 - State and Local Government in the United States (3)**

A study of the problems of governmental relationships and administrative management in state, country, and municipal government.

Offered: As Needed.

**POLS 314 - The Courts (3)**

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society.

Offered: Spring, Odd Years.

**POLS 316 - Public Opinion (3)**

A study of political behavior, both at the mass and individual levels. Provides an introduction to political psychology, media, and polling, including theories and methodologies of opinion formation/gathering.

Offered: As Needed.

**POLS 320 - Constitutional Law I: Structure and Institution (3)**

A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States.

Offered: Spring, Even Years.

**POLS 322 - Foreign Policy of the United States (3)**

This American foreign policy course focuses on the politics of foreign policy, its continuities, and changes, as it has been crafted across time, emphasizing the multiple agents engaged by the foreign policy-making process.

Offered: As Needed.

**POLS 323 - American Political Parties (3)**

A study of the history, structure, and function of parties in the American system of government.

Offered: As Needed.

**POLS 324 - Constitutional Law II: Bill of Rights and 14th Amendment (3)**

A study of basic freedoms such as speech, press, and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression.

Offered: Spring, Odd Years.

**POLS 325 - Southern Politics (3)**

An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of Black political participation.

Offered: As Needed.

**POLS 333 - The President and Congress (3)**

A study of the executive and legislative branches of government in the U.S. with an emphasis on their political development and interaction.

Offered: As Needed.

**POLS 335 - American Political Thought (3)**

This course is an introduction to some of the leading public debates on purposes and principles that shape America from the Puritans to the present day.

Offered: As Needed.

**POLS 351 - Politics of Developing Areas (3)**

A study of the dynamic of political change, including democratization of developing nations.

Offered: As Needed.



**POLS 352 - African Politics (3)**

A focused investigation of the comparative politics and international affairs of Sub-Saharan Africa.

Offered: As Needed.

**POLS 353 - Middle East Politics (3)**

A focused investigation of the comparative politics and international affairs of the Middle East and North Africa.

Offered: As Needed.

**POLS 354 - European Politics (3)**

A focused investigation of the comparative politics and international affairs of Europe, including the politics of European integration.

Offered: As Needed.

**POLS 355 - Asian Politics (3)**

A focused investigation of the comparative politics and international affairs of Asia with particular emphasis on East Asia and South Asia.

Offered: As Needed.

**POLS 356 - Latin American Politics (3)**

A focused investigation of the comparative politics and international affairs of Latin America.

Offered: As Needed.

**POLS 370 - Ancient and Medieval Political Philosophy (3)**

This course is an introduction to some of the leading texts of ancient and medieval political philosophy from Plato to St. Thomas Aquinas.

Offered: As Needed.

**POLS 371 - Modern Political Philosophy (3)**

This course is an introduction to some of the leading texts of modern political philosophy from Machiavelli to Nietzsche.

Offered: As Needed.

**POLS 372 - Contemporary Political Thought (3)**

This course is an introduction to some of the leading texts of political thought after Nietzsche to the present.

Offered: As Needed.

**POLS 376 - The Politics of Happiness (3)**

In this course, students will take a political approach to the theoretical and empirical study of happiness.

Offered: As Needed.

**POLS 380 - Model United Nations (1)**

The Model United Nations (MUN) course is designed as a simulation of the United Nations. Students examine the primary functions of the United Nations and its diplomatic role with respect to the political, economic, and cultural concerns within the global community. Through research, discussion, negotiation, and debate, students develop position papers and resolutions to current global issues. Attendance at a Model UN conference offers students a unique opportunity to learn about complex international relations while role-playing United Nations delegates. Students may take this course more than once.

Offered: Spring.

**POLS 401 - Comparative Political Economy (3)**

An analysis of the connections between wealth and power and how people have tried to create both. The course examines from a theoretical perspective how societies undergo economic change and how various types of economies function. The ideas of noted economists will be studied.

Offered: As Needed.

**POLS 430 - Special Topics (3)**

A specialized study of various political developments. Topics will vary from semester to semester.

Offered: As Needed.

**POLS 450 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science, and Sociology through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**POLS 451 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science, and Sociology through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**POLS 490 - Political Science Seminar (3)**

Guided reading, group discussion, and the opportunity for independent research provide the advanced student an opportunity to study more deeply and comprehensively a significant and current challenge within the political science discipline. Seminar topics are at the discretion of the instructor and will focus on American domestic, international, or intermestic relations.

Designations: WI3. Offered: Fall, Even Years.

### **POLS 495 - Independent Study (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval by the instructor offering the study, student's major department, and concurrence of the Associate Provost. Offered: As Needed.

### **POLS 497 - Internship in Political Science I (3 each semester)**

Credit may apply to the student's major as approved by the student's POLS advisor.

Prerequisite: Junior standing and departmental approval. Designations: PRE . Offered: As Needed.

### **POLS 498 - Internship in Political Science II (3 each semester)**

Credit may apply to the student's major as approved by the student's POLS advisor.

Prerequisite: Junior standing and departmental approval. Designations: PRE. Offered: As Needed.

## **PSYC - Psychology**

### **PSYC 201 - General Psychology (3)**

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement, the development process, social adjustment, and the biological bases of behavior. This course is prerequisite to all other courses in Psychology, except PSYC 301, PSYC 302, PSYC 303, PSYC 320, PSYC 374, PSYC 403, PSYC 425, and PSYC 440.

Offered: Fall and Spring.

### **PSYC 206 - Developmental Psychology (3)**

The psychological evolution of the individual through the lifespan and effect of the biosocial context on this evolution.

Prerequisite: PSYC 201. Offered: Fall and Spring.

### **PSYC 228 - Scientific Writing and Professional Development (2)**

There will be two major emphases weaved throughout this course. One emphasis of the course will be on the specific goal of academic and career development within the field of psychology. This portion of the course will enable psychology majors to understand themselves, their major, their future careers, and the complex interactions that exist among these three crucial domains. The second emphasis will be on the importance of the scientific nature of psychology and will introduce students to critical thinking, reading, and writing in the discipline of psychology. Students will learn to critically evaluate research literature, and demonstrate this skill in written and oral presentations.

Designations: PRE, WI3. Offered: Fall, Spring, and Summer.

### **PSYC 301 - Child Psychology (3)**

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development.

Offered: Fall and Spring.

### **PSYC 302 - Adolescent Psychology (3)**

The study of intellectual, emotional, physical, and social maturation from puberty to early adulthood with emphasis on sociocultural and economic influences as well as adjustment difficulties and communication with the adolescent.

Offered: Fall and Spring.

### **PSYC 303 - Educational Psychology (3)**

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of sociocultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined.

Offered: Fall and Spring.

### **PSYC 307 - Biological Psychology (3)**

An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning.

Prerequisite: PSYC 201. Offered: As Needed.

**PSYC 310 - Social Psychology (3)**

A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity, and leadership.

Prerequisite: PSYC 201. Cross-Listed as: SOCI 310.  
Offered: Fall.

**PSYC 320 - Exercise and Sport Psychology (3)**

Study of the psychological skills and methods in sport and exercise, and how sport psychologists, coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport and exercise participation, performance, motivation, and enjoyment.

Offered: Spring.

**PSYC 374 - Psychology of Religion (3)**

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life.

Offered: Spring.

**PSYC 396 - Introduction to Statistics (3)**

An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing.

Prerequisite: PSYC 201 or SOCI 201. Corequisite: SOCI 396. Offered: Fall.

**PSYC 397 - Research Methods (3)**

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions.

Prerequisite: PSYC 201 and PSYC 396. Designations: IL3, WI3. Offered: Spring.

**PSYC 397L - Research Methods Lab (1)**

In this lab course you will learn how to conduct psychological research. You will learn how to develop a research question, search the relevant literature, construct appropriate methods, discuss findings, and learn to write an American Psychological Association (APA) style empirical report.

Prerequisite: PSYC 201 and PSYC 396. Offered: Fall, Spring.

**PSYC 401 - Psychopathology (3)**

Survey and analysis of the major mental disorders, interpretations, and theories of therapy, including the relationship of abnormal behavior to social norms.

Prerequisite: PSYC 201. Offered: Fall.

**PSYC 402 - Introduction to Counseling (3)**

The study of the basic theories of counseling integrated into a problem-management model.

Prerequisite: PSYC 201 and PSYC 401. Offered: Spring.

**PSYC 403 - Human Behavior in Organizations (3)**

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations.

Cross-Listed as: MGMT 403. Offered: Fall.

**PSYC 406 - Psychology of Personality (3)**

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality.

Prerequisite: Nine hours of psychology including PSYC 201. Offered: Fall.

**PSYC 412 - Psychology of Aging (3)**

An introduction to the psychological, social, and biological aspects of aging.

Prerequisite: PSYC 201. Offered: As Needed.

**PSYC 415 - Fatal Attractions (3)**

A study of both classic and new "cutting-edge" research on a wide range of topics in the field of close relationships. This course is designed to acquaint students with basic research and theory in the area of close relationships and to increase students' skills in oral expression, critical analysis, and written communication through assignments and class discussion.

Prerequisite: PSYC 201. Offered: Spring.

**PSYC 425 - Crisis Intervention Counseling (3)**

Emphases are on death and dying, divorce, suicide, chemical dependency, rape, and violence in the family. Supervised field experience is required.

Prerequisite: PSYC 201. Offered: As Needed.

**PSYC 431 - Forensic Psychology (3)**

This introductory course will explore the interface of psychology and the law, with an emphasis on forensic psychology. Landmark legal cases that pertain to psychology and psychological evidence will be discussed. Specific topics covered include police psychology, eyewitness and expert testimony, psychological evidence, psychopathy, repressed memories, profiling, violence risk threat assessment, child abuse, family violence, polygraphs, mental health law, and false confessions, the insanity defense, sexual harassment, and forensic psychological evaluations.

Prerequisite: PSYC 201. Offered: Spring.

**PSYC 440 - Family Communication (3)**

A study of family communication systems. Emphases are on the role of self-concept, perceptions and emotions, listening skills, nonverbal communication, conflict resolution, and building intimacy in family systems.

Prerequisite: PSYC 201. Offered: As Needed.

**PSYC 441 - Psychology of Learning (3)**

A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory.

Prerequisite: Nine hours of psychology including PSYC 201. Offered: Fall.

**PSYC 444 - Psychological Measurement and Appraisal (3)**

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes.

Prerequisite: PSYC 396. Offered: Spring.

**PSYC 450 - Positive Psychology (3)**

This course introduces students to the relatively new and rapidly developing field of positive psychology. Positive psychology focuses on the role of positive emotions, human virtues, and positive institutions in promoting well-being and living a good life. The course includes the study and discussion of theories and research and the application of research findings. Students will have the opportunity to apply course material to their own lives in meaningful ways.

Prerequisite: PSYC 201. Offered: Spring.

**PSYC 491 - Seminar in Psychology (1)**

Typical seminars are the Psychology of Women. Others are offered upon sufficient demand. PSYC 491 is for any one-credit-hour seminar.

Prerequisite: Junior standing including PSYC 201.  
Designations: 1 credit hour. Offered: Fall and Spring.

**PSYC 492 - Seminar in Psychology (2)**

Typical seminars are the Psychology of Women. Others are offered upon sufficient demand. PSYC 492 is for any two-credit-hour seminar.

Prerequisite: Junior standing including PSYC 201. Offered: Fall and Spring.

**PSYC 493 - Seminar in Psychology (3)**

Typical seminars are the Psychology of Women. Others are offered upon sufficient demand. PSYC 493 is for any three-credit-hour seminar.

Prerequisite: Junior standing including PSYC 201. Offered: Fall and Spring.

**PSYC 495 - Independent Study (3)**

An in-depth research study for seniors majoring in psychology working under the guidance of the department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course.

Prerequisite: Junior standing including PSYC 201, and approval of the instructor, Dean, and Associate Provost. Offered: As Needed.

**PSYC 496 - Independent Study (3)**

An in-depth research study for seniors majoring in psychology working under the guidance of the department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course.

Prerequisite: Junior standing including PSYC 201, and approval of the instructor, Dean, and Associate Provost. Offered: As Needed.

**PSYC 497 - Internship in Psychology I (1-3 each semester)**

Internships provide an opportunity for psychology majors to intern in a professional setting in order to integrate academic knowledge with experience in the world of work, or to conduct applied research under the supervision of faculty and apply different methodologies to research questions.

Prerequisite: PSYC 201 and PSYC 396, junior or senior standing, and permission of instructor. Designations: PRE. Offered: Fall and Spring.

**PSYC 498 - Internship in Psychology II (1-3 each semester)**

Internships provide an opportunity for psychology majors to intern in a professional setting in order to integrate academic knowledge with experience in the world of work, or to conduct applied research under the supervision of faculty and apply different methodologies to research questions.

Prerequisite: PSYC 201 and PSYC 396, junior or senior standing, and permission of instructor. Designations: PRE. Offered: Fall and Spring.

**PSYC 499 - Psychology Capstone Course (3)**

The historical exploration of psychology as a field of scientific inquiry. The emphasis is on the development of schools of thought, prominent figures, and key theories.

Prerequisite: Senior standing including PSYC 201 and PHIL 200 or PHIL 201. Offered: As Needed.

## RELI - Religious Studies

### **RELI 201 - Introduction to Religious and Theological Studies (2)**

An introduction to key facets of Religious and Theological Studies, including writing and research development in the field, curricular choices, and professional possibilities and issues related to the field.

Designations: IL3, WI3. Offered: Spring.

### **RELI 243 - Growth and Revival in the Christian Church (3)**

A survey of the major global movements of church growth from the New Testament period to the present day.

Offered: Fall 2022, Spring 2025.

### **RELI 245 - Religion and Culture in a Global Perspective (3)**

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions.

Offered: Fall and Spring.

### **RELI 271 - Spiritual Formation (3)**

An exploration of personal and spiritual development through self-reflection, self-awareness, and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics.

Offered: Spring.

### **RELI 300 - Introduction to the Old Testament (3)**

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel and its contemporary relevance.

Offered: Fall and Spring.

### **RELI 301 - Introduction to the New Testament (3)**

An introduction and survey of the New Testament focusing upon the history, literature, and faith that gave rise to Christianity and its contemporary relevance.

Offered: Fall and Spring.

### **RELI 302 - The Sacred Writings (3)**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel.

Prerequisite: RELI 300. Offered: Spring, Odd Years.

### **RELI 303 - Old Testament Prophets (3)**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message.

Prerequisite: RELI 300. Offered: Spring, Even Years.

### **RELI 306 - Old Testament Theology (3)**

An exploration of Old Testament theological themes.

Prerequisite: RELI 300. Offered: Fall, Odd Years.

### **RELI 307 - Studies in the Pentateuch (3)**

A critical evaluation of the nature, background, structure, and message of the Pentateuch.

Prerequisite: RELI 300. Offered: As Needed.

### **RELI 310 - Selected Topics in Biblical Studies (3)**

A specialized study of an advanced topic in biblical studies.

Prerequisite: RELI 300 and RELI 301. Offered: Fall.

### **RELI 311 - Synoptic Gospels (3)**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels.

Prerequisite: RELI 301. Offered: Spring, Odd Years.

### **RELI 312 - Life and Letters of Paul (3)**

A study of Paul's life and thought as presented in his Epistles.

Prerequisite: RELI 301. Offered: Spring, Even Years.

### **RELI 314 - New Testament Theology (3)**

A study of certain key concepts of the New Testament which made a contribution to the faith of the Early Church.

Prerequisite: RELI 301. Offered: Fall, Even Years.

### **RELI 316 - The Writings of John (3)**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation.

Prerequisite: RELI 301. Offered: As Needed.

### **RELI 317 - The General Epistles and Hebrews (3)**

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews.

Prerequisite: RELI 301. Offered: As Needed.

### **RELI 321 - Introduction to Christian History (3)**

A study of the history of the Christian church from the first century to the present day.

Offered: Spring.

**RELI 322 - Early and Medieval Christianity (3)**

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages.

Cross-Listed as: HIST 322. Offered: Fall, Even Years.

**RELI 323 - Modern Christianity (3)**

Beginning with the Reformation, this course is descriptive of church history to the present

Cross-Listed as: HIST 323. Offered: Fall, Even Years.

**RELI 324 - American Christianity (3)**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations.

Cross-Listed as: HIST 324. Offered: As Needed.

**RELI 325 - Baptist Heritage (3)**

A study of the Baptists' story as well as those convictions and movements which have shaped their life.

Offered: As Needed.

**RELI 326 - Introduction to Missiology (3)**

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions and evangelism, and key issues in missions discussion.

Offered: Spring 2023.

**RELI 327 - The Renaissance and Reformation (3)**

An exploration of the major religious, social, intellectual, and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period.

Cross-Listed as: HIST 327. Offered: Spring, Odd Years.

**RELI 328 - Global Christianity (3)**

A study of the various expressions of Christianity in the 21st century.

Offered: Spring 2022, Fall 2024.

**RELI 329 - Cross-Cultural Missiology (3)**

This course will introduce the student to key practical cultural anthropological concepts. This knowledge will be used to understand how our culture impacts our religious expressions and how religion impacts culture. Students will demonstrate an ability to communicate in a meaningful manner across cultural boundaries.

Offered: Fall 2021, Spring 2024.

**RELI 333 - Christian Theology (3)**

An introduction to the history, methods, and principal topics of Christian theology.

Offered: Spring.

**RELI 341 - Christian Ethics (3)**

A systematic study of the nature of morality, a defense of "Christian" ethics, and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions.

Offered: Fall, even years.

**RELI 342 - Christian Perspectives Toward Violence (3)**

The course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence.

Offered: As Needed.

**RELI 346 - World Religions (3)**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan.

Offered: As Needed.

**RELI 347 - Religions of India (3)**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions.

Offered: Fall 2021.

**RELI 348 - Religions of China and Japan (3)**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto, and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions.

Offered: Fall 2022.

**RELI 349 - Introduction to Judaism (3)**

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will be challenged to explore Christian approaches to Judaism.

Offered: Fall 2024.

**RELI 350 - Introduction to Islam (3)**

This course will introduce the students to the historical, theological, and practical developments in Islam. The course will focus on important events, movements, and figures that helped shape contemporary Islam. Students will be challenged to explore Christian approaches to Islam.

Offered: Fall 2023.

**RELI 351 - Biblical Backgrounds (3)**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus.

Prerequisite: RELI 300 and RELI 301. Offered: As Needed.

**RELI 352 - Biblical Interpretation (3)**

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches, and alternative proposals offered since the Enlightenment, and contemporary ways of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be students' own engagement with the Bible in actual exegetical practice.

Prerequisite: RELI 300 and RELI 301. Offered: As Needed.

**RELI 354 - Oral Communication in a Christian Context (3)**

Guided readings and practice in the preparation and delivery of effective sermons.

Prerequisite: Six hours of religious studies courses.

Offered: Fall.

**RELI 358 - Practicum (3)**

An introduction to the many facets of applying religious studies in practical settings. The course combines reading, discussion, lectures, and reflection, as well as guided experience in a setting approved by the instructor.

Prerequisite: Application to and approval of the instructor.

Designations: PRE. Offered: Spring.

**RELI 370 - History and Philosophy of Religious Education (3)**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education.

Offered: Spring, Even Years.

**RELI 373 - Church Leadership (3)**

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps.

Offered: Fall, Odd Years.

**RELI 374 - Preschool and Children Discipleship (3)**

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings.

Offered: Spring, Odd Years.

**RELI 375 - Youth Discipleship (3)**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, and methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry.

Offered: Fall, Odd Years.

**RELI 376 - Advanced Youth Discipleship (3)**

This course advances and further develops youth discipleship studies offered in RELI 375, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth.

Prerequisite: RELI 375. Offered: Spring, Even Years.

**RELI 377 - Adult Discipleship (3)**

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content.

Offered: Fall, Even Years.

**RELI 378 - Contemporary Religious Movements (3)**

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also discuss the impact that such movements have had in the United States and Europe.

Offered: Fall 2023.

**RELI 380 - Selected Topics in Religious Studies (1-3)**

A specialized study of an advanced topic in religious studies.

Offered: As Needed.

**RELI 387 - Issues in Science and Religion (3)**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest

Cross-Listed as: BIOL 387. Offered: Fall, Even Years.

**RELI 397 - Internship (3)**

A minimum of ten weeks spent in full-time (30+ hours/week) supervised service in a setting approved by the instructor. The course combines reading, reflections, and guided experience.

Prerequisite: Application to and approval of the instructor. Designations: PRE . Offered: Summer.

**RELI 490 - Senior Seminar (3)**

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. This course should be taken in one of the student's final two semesters.

Prerequisite: RELI 300, RELI 301, RELI 201, RELI 271, RELI 333, RELI 321; and PHIL 200 or equivalents. Designations: IL3, WI3. Offered: Spring.

**RELI 495 - Independent Study (3)**

A course consisting of guided readings, independent research, conferences with the supervising instructor, and the production of a final paper reflecting the student's synthesis of readings, research, and conferences. The final paper shall become part of the holdings of the Dover Library.

Offered: As Needed.

**SCED - Science Education****SCED 330 - Science Methods in 21st Century Schools (3)**

Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. An iPad is required for this course. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDUC 250 with grade of "C" or better.

Offered: Fall and Spring.

**SGLG - Sign Language Studies****SGLG 101 - Elementary ASL I (3)**

A beginning course designed for students who have little or no study in ASL. The course is designed to help students acquire basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend five hours of Deaf Events approved by the instructor.

Offered: Fall and Spring.

**SGLG 102 - Elementary ASL II (3)**

The continuation of a beginning course designed for students who have some study and some exposure to ASL. The course is designed to continue students' acquisition of basic expressive and receptive conversational skills. Taught in ASL, one hour of lab required per week. The student will be required to attend 10 hours of Deaf Events approved by the instructor.

Prerequisite: SGLG 101 or satisfactory score on placement test. Offered: Fall and Spring.

**SGLG 201 - Intermediate ASL I (3)**

An intermediate course designed to further expressive and receptive conversational ability of students who have a basic command of skills taught in Elementary SGLG 101 and SGLG 102. Taught in ASL; one hour of lab required per week. The student will be required to attend 15 hours of Deaf Events approved by the instructor.

Prerequisite: SGLG 102 or satisfactory score on placement test. Offered: Fall and Spring.



### **SGLG 202 - Intermediate ASL II (3)**

The continuation of an intermediate course designed with an increased emphasis on expressive skills, linguistic knowledge, and integration of cultural behaviors in conversation. Taught in ASL; one hour of lab required per week. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor. Students will be charged a fee for the Sign Language Proficiency Interview (SLPI).

Prerequisite: SGLG 201 with a grade of "C" (2.00) or better or satisfactory score on the placement test. Offered: Spring.

### **SGLG 211 - Intensive ASL I (6)**

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing.

Prerequisite: SGLG 101 and SGLG 102 or satisfactory score on the placement test. Offered: As Needed.

### **SGLG 212 - Intensive ASL II (6)**

The course focus is on expressive and receptive work in ASL with an emphasis on expressive signing.

Prerequisite: SGLG 201 and SGLG 202 or satisfactory score on the placement test. Offered: As Needed.

### **SGLG 300 - Introduction to the Deaf Community (3)**

A survey course focusing on aspects of the Deaf Community including views of the community, use of language, organizations of and for Deaf people, causes of deafness, laws and services pertaining to the Deaf Community, hard-of-hearing individuals, and deaf-blind individuals. No prior knowledge of ASL required.

Offered: Fall.

### **SGLG 301 - Advanced ASL I (3)**

The course focus is on complex grammatical structures including, but not limited to, sentence structure, classifiers, locatives, and pluralization. This course is taught in ASL. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor.

Prerequisite: SGLG 202 with a grade of "C" (2.00) or better or satisfactory score on the placement test. Offered: Fall.

### **SGLG 302 - Advanced ASL II (3)**

The continuation of an advanced course designed with an increased emphasis on complex grammatical structures. This course is taught in ASL. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor. Students will be charged a fee for the Sign Language Proficiency Interview (SLPI).

Prerequisite: SGLG 301 with a grade of "C" (2.00) or better or satisfactory score on the placement test. Offered: Spring.

### **SGLG 305 - Deaf Culture (3)**

This course is an in-depth study of culture and the Deaf community. Topics include but are not limited to language use, traditions, norms, and values. The student will be required to attend 15-20 hours of Deaf Events approved by the instructor. This course is taught in ASL.

Prerequisite: SGLG 201 with a grade of "C" (2.00) or better or permission of the department. Offered: Spring.

### **SGLG 320 - International Experience (1 to 3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

### **SGLG 321 - International Experience (1 to 3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

### **SGLG 401 - The Sociolinguistics of Sign Language (3)**

This course is a study of the effect of society on the way sign language is used. It focuses on sign language variation between sub groups, cultural norms, register, turn-taking, high-context vs. low-context cultures, multilingualism, bilingualism, language attitudes, and discourse analysis. The student will be required to attend 15-20 of Deaf Events approved by the instructor. This course is taught in ASL.

Prerequisite: SGLG 301 with a grade of "C" (2.00) or better or permission of the department and WLLC 102. Offered: Spring.

### **SGLG 402 - ASL Literature and Folklore (3)**

This course focuses on the study of literature about Deaf people and by Deaf authors and poets. Areas of study will include poetry, plays, and folklore.

Prerequisite: SGLG 301 with a grade of "C" (2.00) or better or permission of the department, WLLC 103, and WLLC 101. Offered: As Needed.

### **SGLG 407 - Linguistics of ASL (3)**

The primary goal of this course is to further develop students' advanced knowledge of the linguistic structure of American Sign Language. Course content includes in-depth analysis of complex linguistic structures, historical development of ASL, and cultural aspects of the use of ASL. The course is designed for advanced ASL students.

Prerequisite: SGLG 301 with a grade of "C" (2.00) or better or permission of the department, and WLLC 101.

Designations: IL3, WI3. Offered: Spring.

**SGLG 408 - Introduction to Teaching ASL (3)**

Students will be given an overview of how second languages have been traditionally taught, what the current methods and theories are, and their application to the teaching of American Sign Language. Students will learn about development of syllabi and lesson plans, selection of curriculum resources, class activities, evaluation techniques, and professionalism including ASLTA certification for teaching ASL. Students will be provided opportunities to practice basic teaching techniques, select appropriate materials, design curriculum and evaluation techniques, including how to teach fingerspelling and numerical signs, vocabulary, grammatical features, and Deaf culture in lessons.

Prerequisite: SGLG 202 with a grade of "C" (2.00) or better or permission of the department. Offered: Fall.

**SGLG 409 - Special Topic (3)**

The focus of this course is on specialized terminology to enhance the vocabulary of upper-level ASL majors or interpreting minors. Topics may include, but are not limited to, medical, educational, legal, scientific, computer, rehabilitation, mathematical, and religious terminology. A select number of topics will be covered during the progression of the course.

Offered: As Needed.

**SGLG 410 - Practicum in Teaching ASL (3)**

This course is designed to provide students the opportunity to work with learners in elementary, middle, and high school and to gain understanding in teaching ASL in these three levels. The students will spend one hour per week meeting with their instructor for discussion and reports on classroom experiences and assigned readings. The student will spend two hours per week engaged in observations and supervised experience with each of the three age groups.

Prerequisite: SGLG 408. Offered: As Needed.

**SGLG 494 - Independent Study (1-3)**

This course is designed to enable a junior or senior student to undertake a specific research project of professional interest and need.

Prerequisite: SGLG 202 with a grade of "C" or better and permission of the department. Offered: As Needed.

**SGLG 495 - Internship (3)**

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement.

Prerequisite: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting, SLIN 303, and permission of the department.. Designations: PRE. Offered: As Needed.

**SGLG 496 - Internship (3)**

This internship is designed to enable the student to receive extensive immersion in ASL or Interpreting with members of the Deaf Community through supervised work placement. Students will receive internship credit after the satisfactory completion of 100 hours of work placement.

Prerequisite: SGLG 301 and an Intermediate Plus on the SLPI, and in the case of an Internship in Interpreting, SLIN 303, and permission of the department.. Designations: PRE. Offered: As Needed.

**SLIN - Sign Language Interpreting****SLIN 220 - English Processing for Interpreters (3)**

Course focus is on the development of English processing skills necessary for interpreting. Such skills include English comprehension, memory, acuity and discrimination, immediate repetition, delayed repetition, word-level pattern inference, phrase-level pattern inference, and others.

Prerequisite: SGLG 102 with a grade of "C-" (1.67) or better, or permission of the department. Offered: Fall.

**SLIN 303 - Fundamentals and Theories of Interpreting (3)**

Course focus is on interpreting as a profession. Topics include the history of sign language interpreting, models of interpreting, the process of interpreting, the Code of Professional Conduct, and the business of interpreting. Application of models and theories will be practiced in class. If the student is an ASL major but not an Interpreting minor this one course may be taken for major credit.

Prerequisite: SGLG 201 with a grade of "C-" (1.67) or better and permission of the department. Offered: Spring.

**SLIN 320 - Interpreting: Voice to Sign (3)**

Course focus is on the practice of interpreting from English to ASL. It will begin with translation exercises at the sentence-level and build to interpreting simultaneously with larger texts.

Prerequisite: SGLG 202 and SLIN 303 with a grade of "C-" (1.67) or better or permission of the department. Offered: Fall.

**SLIN 321 - Interpreting: Sign to Voice (3)**

Course focus is on the practice of interpreting from ASL to English. It will begin with translation exercises at the sentence-level and build to interpreting simultaneously with larger texts.

Prerequisite: SGLG 202, SLIN 303, and SLIN 320 with a grade of "C-" (1.67) or better or permission of the Department. Offered: Spring.

### **SLIN 403 - Interpreting for Special Populations (1 to 3)**

Topics include interpreting for Deaf people with vision impairments, minimal language skills (mls), developmental disabilities, physical difficulties, emotional trauma, the terminally ill, and age-related issues.

Prerequisite: SLIN 303, SLIN 320, and SLIN 321. Offered: Fall.

### **SLIN 404 - Signs in Application (3)**

Course focus is on techniques and vocabulary associated with interpreting in a variety of settings. Topics include medical, mental health, legal, religious, social services, rehabilitation, and others.

Prerequisite: SGLG 302, SLIN 303, SLIN 320, and SLIN 321 with a grade of "C-" (1.67) or better. Offered: Fall.

### **SLIN 405 - Principles of Educational Interpreting (3)**

This course is an introduction to the unique situation of educational interpreting. Topics include elementary and secondary school interpreting, ethical applications, legal issues, and tutoring/note-taking strategies. Students will learn the basics of transliterating and have the opportunity to practice transliterating and interpreting in an educational setting.

Prerequisite: SGLG 302, SLIN 303, SLIN 320, SLIN 321, and SLIN 404 with a grade of "C-" (1.67) or better. Offered: Spring.

## **SOCI - Sociology**

### **SOCI 201 - Introduction to Sociology (3)**

An introduction to Sociology, providing essentials for an understanding of the forces making for group life and for specialized study of sociological problems.

Offered: Fall and Spring.

### **SOCI 202 - Social Problems (3)**

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention.

Designations: WI3. Offered: As Needed.

### **SOCI 203 - Marriage and Family (3)**

A study of the practical problems of courtship and marriage, with emphasis on interpersonal relationships between husband and wife, and parents and children. While more attention is given to the American family, the family is studied in other parts of the world including Asia, Africa, Latin America, the Middle East, and Europe.

Offered: As Needed.

### **SOCI 310 - Social Psychology (3)**

A study of the interaction between the individual and the group, and the influence of each on the other.

Cross-Listed as: PSYC 310. Offered: As Needed.

### **SOCI 311 - Social Research Methodology (3)**

The scientific method is applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. Students taking this course must have completed SOCI 201 and SOCI 396.

Prerequisite: SOCI 201 and SOCI 396. Designations: WI3. Offered: Spring.

### **SOCI 313 - Sociology of Deviant Behavior (3)**

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie, and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant.

Offered: As Needed.

### **SOCI 320 - Murder in America (3)**

This course offers an examination of murder in America. We will examine different types of homicides, the offenders, and the victims. We will consider the reality of homicide rates in America, compared to other countries. We will also consider the media impact shows that emphasize murder, news reporting, and other issues related to this topic.

Offered: As Needed.

### **SOCI 330 - Sociological Theory (3)**

A study of the major systems of thought concerning society. Emphasis is given to the philosophical and historical context of sociological theory from its classical roots to contemporary application. Students taking this course must have completed SOCI 201.

Prerequisite: SOCI 201. Designations: IL3. Offered: As Needed.

### **SOCI 340 - Social Change (3)**

An examination of social systems within the framework of functional and conflict theory with particular emphasis upon the planning of social change.

Offered: As Needed.

**SOCI 356 - Sociology of Religion (3)**

Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior.

Offered: As Needed.

**SOCI 396 - Introduction to Statistics (3)**

See Psychology 396.

Cross-Listed as: PSYC 396. Offered: As Needed.

**SOCI 400 - Minority Groups (3)**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America, and other parts of the world.

Offered: As Needed.

**SOCI 410 - Sociology of Gender (3)**

Sociological theories, concepts, and perspectives will be used to analyze the social meaning of gender in American society. Attention will be given to gender differences and similarities, social role expectations, and an historical survey of the changing roles of men and women in our society.

Offered: As Needed.

**SOCI 411 - Criminology (3)**

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control.

Offered: As Needed.

**SOCI 415 - Juvenile Delinquency (3)**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System.

Offered: As Needed.

**SOCI 421 - The Community (3)**

A study of the structure and function of rural and urban communities, their institutions, and problems. Differences between American communities and communities in other cultures will be examined.

Offered: As Needed.

**SOCI 430 - Special Topics: Sociology (3)**

A specialized study of various sociological developments. Topics will vary from semester to semester.

Offered: As Needed.

**SOCI 450 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science, and Sociology through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**SOCI 451 - International Experience (3)**

The International Experience course provides an opportunity for the student to expand the horizons of the course options currently listed in the catalog for History, Political Science, and Sociology through an international study experience. The course can be taken more than once for different international experiences.

Offered: As Needed.

**SOCI 490 - Sociology Seminar (3)**

Independent research, guided readings, and other learning experiences offers the senior student the opportunity to study more deeply the total scope of the field of sociology.

Offered: As Needed.

**SOCI 497 - Internship I (3 each semester)**

Three hours credit may apply to the student's major.

Prerequisite: Junior standing and departmental approval. Designations: PRE Designated.. Offered: As Needed.

**SOCI 498 - Internship II (3 each semester)**

Three hours credit may apply to the student's major.

Prerequisite: Junior standing and departmental approval. Designations: PRE . Offered: As Needed.

**SPAN - Spanish****SPAN 101 - Real World Spanish: Get Ready! (3)**

This course is for true beginners who have had no Spanish at all or those who have had extremely minimal experiences in Spanish. The course basic language features such as pronunciation, high-frequency basic vocabulary and expressions, minimal survival skills in basic Spanish (present tense), and general understanding of Spanish-speaking cultures around the world. Student will gain basic survival skills for visiting the Hispanic world. No Prerequisites.

Offered: Fall and Spring.

**SPAN 102 - Real World Spanish: Get Set! (3)**

This course is for students who have had two or three courses of Spanish study in high school or SPAN 101. The course covers a thorough review of Spanish basics including use of present tense interactions with high frequency expressions, vocabulary and basic questions formation. Students will build upon their knowledge by linking ideas and developing the ability to tell stories in the present and the past. Students will learn more about the Spanish-speaking world and learn how to function in Hispanic cultures, making friends and interacting beyond the survival level. Some basic use of professional Spanish is covered. Prerequisites: SPAN 101 or 2 semesters high school Spanish.

Prerequisite: SPAN 101 or satisfactory score on placement test. Offered: Fall and Spring.

**SPAN 201 - Real World Spanish: Let's Go! (3)**

This course is for students who have completed three or four semesters of high school Spanish or SPAN 102. The course covers a complete review of the basics, including controlling narration in the present and past tenses, interacting in Spanish, and basic vocabulary. Students will further develop their Spanish skills by learning to hypothesize and plan for the future. They will learn to function better in the Hispanic world, developing a facility for language use that will aid them in their interactions with Spanish-speaking people. They will be able to give options and advice, and make basic preparations for working with Hispanic people and cultures. Prerequisites: SPAN 102 or 3 or more semesters of high school Spanish.

Prerequisite: SPAN 102 or satisfactory score on placement test. Offered: Fall and Spring.

**SPAN 202 - Real World Spanish: Transitions (3)**

This course serves as a bridge between basic and advanced courses in Spanish. Its goal is to prepare students for upper-level Spanish conversation, culture, and literature classes. It is taught in Spanish with one hour of lab per week.

Prerequisite: SPAN 201. Offered: Fall and Spring.

**SPAN 202N - Medical Spanish I (3)**

This is the first course in a two-course intermediate to advanced cycle, which moves students from mechanical to production-oriented skills, following the logical progression of language acquisition in basic grammar courses. Students will learn medical vocabulary and terminology and practice medical problem-solving skills in authentically meaningful situations. Taught in Spanish; one hour of lab required per week. Prerequisites: SPAN 101 (p. 427), SPAN 102 (p. 428), SPAN 201 (p. 428) or satisfactory score on placement test.

Prerequisite: Prerequisites: SPAN 101, SPAN 102, SPAN 201 or satisfactory score on placement test. . Offered: Spring.

**SPAN 300 - Aspects of Hispanic Culture and Language (3)**

An introduction to selected aspects of Hispanic culture, including the rudiments of the Spanish language. No prior knowledge of Spanish is required.

Offered: Fall, Spring, and Summer.

**SPAN 301 - Intensive Spanish: Texts and Contexts (3)**

Oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary.

Designations: WI3 and IL\*

Prerequisite: SPAN 202. Offered: Fall.

**SPAN 301N - Medical Spanish II (3)**

This is the second course in a two-course intermediate to advanced cycle, which moves students from mechanical to production-oriented skills, following the logical progression of language acquisition in basic grammar courses. Students will learn medical vocabulary and terminology and practice medical problem-solving skills in authentically meaningful situations. Taught in Spanish. (weekly lab not required after 202N).

Prerequisite: Prerequisites: SPAN 101, SPAN 102, SPAN 201, and SPAN 202N or satisfactory score on placement test.. Offered: Spring.

**SPAN 302 - Advanced Spanish Expression (3)**

Advanced study of the precision of spoken and written Spanish with an introduction to literary and cultural studies.

Prerequisite: SPAN 202 required and SPAN 301 recommended. Designations: IL3. Offered: Spring.

**SPAN 305 - Products, Practices, and Perspectives of the Spanish-Speaking World (3)**

History and civilization of the Spanish-speaking world.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

**SPAN 310 - Spanish for Careers (3)**

Advanced study of the Spanish language as needed for professional careers.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

**SPAN 311 - Spanish Study Abroad (6)**

Intensive language study, home-stay living experience, and travel at the Instituto de Lengua y Cultura Costarricense in Alajuela, Costa Rica (Central America) or Leon (Spain).

Offered: Summer.

**SPAN 312 - Spanish Study Abroad (6)**

Intensive language study, home-stay living experience, and travel at the Instituto de Lengua y Cultura Costarricense in Alajuela, Costa Rica (Central America) or Leon (Spain).

Offered: Summer.

**SPAN 315 - Lights, Camera, Action! Studies in Hispanic Film (3)**

An in-depth study of cinematic productions in Spanish.

Prerequisite: SPAN 301 or SPAN 302 or permission of the department. Offered: As Needed.

**SPAN 320 - International Experience (1-3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

**SPAN 321 - International Experience (1-3)**

Students can be awarded credit of 1-3 hours for experience abroad. Semester credit hours are decided by the Department of World Languages prior to travel.

Offered: As Needed.

**SPAN 332 - Spanish Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 332 as their first Spanish K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 333 - Spanish Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 333 as their second Spanish K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 334 - Spanish Methods/Practicum K-6 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 334 as their third Spanish K-6 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 335 - Spanish Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 335 as their first Spanish 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 336 - Spanish Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 336 as their second Spanish 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 337 - Spanish Methods/Practicum 6-9 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 337 as their third Spanish 6-9 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 338 - Spanish Methods/Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 338 as their first Spanish 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

**SPAN 339 - Spanish Methods/Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 339 as their second Spanish 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **SPAN 400 - Spanish Methods/Practicum 9-12 (2)**

Special consideration is given to methods, materials, and techniques of teaching Spanish in these grades. Observation and practice in a public school for one hour per week, with weekly meetings with supervising instructor for discussion and reports on classroom experiences and assigned readings. Students take 400 as their third Spanish 9-12 practicum.

Prerequisite: EDUC 250. Offered: Spring.

### **SPAN 403 - Advanced Spanish Oral Expression (3)**

Advanced oral and written work with emphasis on the spoken language and training in the acquisition of an active idiomatic Spanish vocabulary.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

### **SPAN 409 - Seminar in Spanish: Special Topics (3)**

Study by genre, ethnicity, gender, theme, or period of one or more of the diverse aspects of past and/or present Spain and/or Spanish American countries.

Prerequisite: SPAN 301 and SPAN 302 or permission of department. Offered: As Needed.

### **SPAN 410 - Voices that Formed Our World: Texts of Spain (3)**

A chronological and/or thematic study of selected texts from Spain with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

### **SPAN 420 - Rediscovering New Worlds (3)**

A chronological and/or thematic study of selected texts from Spanish American with an emphasis on aesthetics, literary movements, milieu, and pertinent criticism.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

### **SPAN 430 - Advanced Studies in Hispanic Peoples and Cultures I (3 each semester)**

Readings and discussions of selected texts with extensive written and oral work in Spanish.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

### **SPAN 440 - Advanced Studies in Hispanic Peoples and Cultures II (3 each semester)**

Readings and discussions of selected texts with extensive written and oral work in Spanish.

Prerequisite: SPAN 301 and SPAN 302 or permission of the department. Offered: As Needed.

### **SPAN 495 - Independent Study I (3 each semester)**

Designed to enable a senior or junior Spanish major to undertake a specific research or intern project of professional interest and need.

Offered: As Needed.

### **SPAN 496 - Independent Study II (3 each semester)**

Designed to enable a senior or junior Spanish major to undertake a specific research or intern project of professional interest and need.

Offered: As Needed.

## **SPED - Sport Education**

### **SPED 450 - Practical Experience in Sport Instruction (3)**

This course requires the student to refine and to demonstrate competence in sport instruction. Emphasis is placed on instructional expertise, ethical conduct, and professional behavior. This Course includes 50 hours of practicum in a select sport-instruction setting, as well as regular class meetings, the development of a portfolio, and formal presentation. Based on placement, background check and other fees may apply.

Prerequisite: All coursework in the Sport Education program completed or in progress during semester of enrollment. Designations: W13 and PRE. Offered: Spring.

## **SPMG - Sport Management**

### **SPMG 218 - Principles of Sport Management (3)**

An overview of the field of sport management with emphasis placed on history, philosophy, ethics, program evaluation, current trends, and career opportunities. For majors and minors only.

Offered: Fall and Spring.

### **SPMG 250 - Social Issues in Sports (3)**

An introduction to the concept of sport in society. This course examines issues and patterns of social behavior as they relate to play, games, and sport.

Offered: Fall and Spring.

### **SPMG 285 - Communication in Sport (3)**

An examination of the interrelationship and symbiotic relationship between sports and media in today's society. The course will utilize various broadcasts, print, and electronic media to examine how they are vital to the success of the sport organization and how they shape and reinforce cultural values.

Designations: W13.. Offered: Fall and Spring.

**SPMG 305 - Sport Facility Design and Event Management (3)**

Students will study the design and construction of sport facilities. In addition, students will study how to create, manage, and market sport events.

Offered: Spring.

**SPMG 307 - The Universal Language of Sport/Sport as a Unifying Force in Europe (3)**

Sports represent a major factor in American and European cultures. In this course, students will learn about all aspects of European sport: the most popular sports, the most important clubs, the most inspiring athletes, the most influential rivalries, and the importance of the national and continental leagues. Students will also study the historical events that have created the environment in which modern sports are played in Europe. A major factor that distinguishes European sport from U.S. sport is the aspect of internationalization and how modern sport has helped to unify a continent that has been difficult to unify historically. Students will analyze the role and the effectiveness sports play in the European unification process.

Cross-Listed as: WLLC 307. Offered: As Needed.

**SPMG 310 - Sport Marketing and Promotion (3)**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan and promotional proposals.

Offered: Spring.

**SPMG 335 - Finance and Economics of Sport (3)**

Examines basic financial and economic relationships uniquely related to the business of sport. Special emphasis will be upon the economic impact analysis of sport principles, policies, and plans for generating and increasing revenue streams, and controlling costs in the sport industry. An analysis of how economic models are used to measure the impact of sport on various economies.

Offered: Fall.

**SPMG 345 - Legal Issues in Sport (3)**

Students will study the topics of contract law, tort law, administrative/statutory law, antitrust law, and collective bargaining as they apply to sport organizations. Students will be provided with applicable knowledge of issues and strategies to manage the legal aspects of their professional lives as sport administrators.

Offered: Fall.

**SPMG 360 - Integrated Experience in Sport Management (3)**

This course offers experiences to prepare students for obtaining internships and jobs in a sport management setting. These experiences consist of an on campus internship (70 hours), résumé building for the sport management field, career shadowing with a sport leader, current assessment practices for the sport management field, and analysis in the current trends in sport management.

Prerequisite: SPMG 218 and SPMG 305. Offered: Fall and Spring.

**SPMG 410 - Sport Governance (3)**

The basics of managerial activities necessary for governance and policy development in sport organizations at the professional, collegiate, high school, and amateur level are covered, as well as the structure and function of the various organizations.

Prerequisite: SPMG 218 or permission of instructor. Offered: Spring.

**SPMG 415 - Ethics and Leadership in Sport (3)**

Analysis and application of ethical and leadership theories as applied to situations in sport management settings.

Prerequisite: SPMG 218 or permission of instructor. Designations: IL3, WI3. Offered: Spring.

**SPMG 497 - Internship in Sport Management (9-12)**

This course provides the student an opportunity to experience a specific professional interest. In addition, students are required to have a minimum grade of "C" (2.00).

Prerequisite: SPMG 360 and a minimum of 27 credit hours in major, or permission of instructor. Designations: PRE . Offered: Fall, Spring, and Summer.

**SSCI - Social Science****SSCI 205 - Global Understanding (3)**

This course is an introduction to the major economic, social, political, diplomatic, and environmental trends in the World since 1945. Geography is emphasized in this course.

Offered: Fall and Spring.



### **SSCI 210 - Research Design (3)**

This course will introduce students to the fundamentals of research design and analysis in the fields of political science and global studies. The course will cover a range of topics, from the formulation of research topics and research questions, to the development of theory and empirically testable hypotheses, the design of data collection activities, and basic qualitative and quantitative data analysis techniques.

Prerequisite: MATH 105. Offered: Fall.

## **SSED - Social Studies Education**

### **SSED 307 - Social Studies Methods in 21st Century Schools (3)**

A study of the content, resources, and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. An iPad is required for this course.

Prerequisite: EDUC 250 with grade of "C" or better.  
Offered: Spring.

### **SSED 310 - Teaching Geography (3)**

This course will develop the skills and the knowledge of world regions necessary for understanding and teaching geographic themes and concepts to young adolescents. The course assumes that teacher candidates bring to the class limited experience in the formal study of geography.

Prerequisite: EDUC 250 with grade of "C" or better.  
Offered: Fall.

### **SSED 432 - Instructional Methods for Secondary Social Studies (3)**

This course prepares pre-service teachers to teach secondary (9-12) social studies subjects for history, economics, government, geography, and other social studies subjects. Emphasis is placed on the planning, practice, and reflection of instructional methods, and strategies and best practices as well as assessment types and techniques. Requirements: iPad

Prerequisite: Admission to Teacher Education; EDUC 250 with grade of "B" or better. Offered: Spring.

## **THEA - Theatre**

### **THEA 150 - Acting I (3)**

Integrated approach to acting, linking understanding with experiential knowledge of the fundamentals of acting. Speech, movement, expression, etc., are explored with significant emphasis on improvisation.

Offered: Fall and Spring.

### **THEA 202 - Voice and Diction (3)**

An introduction to the International Phonetic Alphabet and dialects for the stage.

Offered: As Needed.

### **THEA 203 - Applied Theatre (1)**

Participation in University theatre productions. May be taken for credit multiple times.

Offered: Fall, Spring, and Summer.

### **THEA 205 - Summer Theatre Workshop (3)**

A practical workshop designed to immerse each student in all aspects of theatre production. The workshop concludes with at least one fully-mounted production. Open to college and high school students.

Offered: Spring, As Needed.

### **THEA 222 - Stagecraft (3)**

This course examines the production process through participating in set building, set load-in, running of productions, and post-mortem analysis. The course focuses on the various aspects of play production, including standard practices, terms, methodology, materials, scenic painting, and safety methods. This is a participation course.

Offered: Spring.

### **THEA 235 - Theatre Survey (3)**

Encourages an appreciation and basic understanding of the world of live theatre. The course focuses on the artistry and mechanics of producing the modern stage play. The knowledge, skills, and talents necessary to succeed in the theatre arts are studied. Attendance at live theatre performances may be required.

Offered: Fall, Spring, and Summer.

### **THEA 250 - Acting II (3)**

A continuation of Acting I with emphasis placed on realistic style.

Prerequisite: THEA 150 or permission of the instructor.  
Offered: Spring.

### **THEA 300 - Introduction to Scene Design (3)**

This course introduces the fundamental elements scenic design including 3-D Modeling, Drafting and Rendering. These skills will be used to create scenic designs for the stage.

Offered: As Needed.

### **THEA 310 - Introduction to Stage Make-Up (3)**

An introduction to facial structure, color theory, basic make-up techniques, character makeup, fantasy make-up, and application techniques. Intensive practical application.

Offered: As Needed.

**THEA 320 - Introduction to Lighting and Sound Design (3)**

This course introduces the student to the design process and the various tools with which a lighting and sound designer expresses these art forms. The course includes script analysis, basic drafting, the production of light plots, and an introduction to the intermediate technologies associated with successfully running lights and sound during a production.

Offered: As Needed.

**THEA 332 - Stage Combat (3)**

A laboratory course emphasizing the physical performance skills of stage combat, to include sword work, quarterstaff, and unarmed combat. Nationally recognized standards for safety are emphasized.

Prerequisite: THEA 150. Offered: As Needed.

**THEA 333 - Introduction to Costume Design (3)**

This course will explore the elements and principles of the design and construction of costuming for the stage. It will include script analysis, design research, renderings, and basic sewing techniques used when sewing costumes.

Offered: As Needed.

**THEA 350 - Acting III (3)**

A continuation of the skills and techniques introduced in Acting I and II. This course also includes extensive focus on script analysis, character development, and scene work.

Prerequisite: THEA 250. Offered: As Needed.

**THEA 351 - Acting IV (3)**

A laboratory course exploring styles of acting for traditional and nontraditional dramatic literature, including classical and neoclassical forms as well as Shakespeare.

Prerequisite: THEA 350. Offered: As Needed.

**THEA 360 - Script Analysis (3)**

A course designed to introduce the student to analyzing dramatic scripts for the purpose of production, including acting, directing, design, or technical theatre.

Offered: Spring, Odd Years.

**THEA 381 - Theatre History and Literature I (3)**

This course surveys the history of Western theatre and dramatic literature from the beginnings of civilization through the Middle Ages and early Renaissance, as well as the origins of Eastern theatre, including China, Japan, and India. The primary objective of this course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of these regions and to show how these elements interact with the political, social, economic, and religious forces of their respective periods.

Prerequisite: Junior standing or permission from instructor.

Designations: IL3, WI3. Offered: Fall, Odd Years.

**THEA 382 - Theatre History and Literature II (3)**

A survey of the history of the theatre and dramatic literature in Europe and America beginning with Renaissance Italy, England, France, and Spain, and continuing through the middle of the nineteenth century. The objective of the course is to provide the student with a broad-based knowledge of the traditions, personalities, literature, architectural features, and theatrical technology found in the history of Western theatre and to show how these elements interact with the political, social, economic, and religious forces of their respective periods.

Prerequisite: Junior standing or permission from instructor.

Designations: WI3. Offered: Spring, Even Years.

**THEA 383 - Theatre History and Literature III (3)**

A study of the development of theatre history and dramatic literature from the late 19th century to the present, including Ibsen, Strindberg, Chekhov, and Shaw, and such contemporary playwrights such as Suzan Lori-Parks and August Wilson. Major movements and trends of the last century will be explored, including realism, the avant-garde, and social drama. There will be a strong focus on world drama, such as that of Europe, Africa, Ireland, and the East. The emphasis will be on reading and evaluating plays and playwrights within their cultural and historical contexts.

Prerequisite: Junior standing or permission from instructor.

Designations: WI3. Offered: Fall, Even Years.

**THEA 390 - Theatre Management (3)**

Organizational structures and management principles for educational, professional, community, and church-related theatre programs with an emphasis on not-for-profit organizations.

Prerequisite: Upper-level standing or permission of instructor. Offered: As Needed.

### **THEA 400 - Special Topics in Theatre (1-3)**

Specialized study in selected areas of theatre arts. Course content will vary and will reflect current developments in the theatre and respond to student interest and need.

Offered: As Needed.

### **THEA 421 - Playwriting (3)**

The purpose of this course is to introduce the student/writer to the details of writing for the stage and to provide a workable knowledge of the building blocks for constructing a play. Activities will include the reading of several "classic" one-act plays; the reading of various parts of a text on playwriting; character sketches and exercises in the writing of dialogue; developing a scenario; and a final project, the completion of a one-act play.

Offered: As Needed.

### **THEA 434 - Directing I (3)**

Basic principles of directing a theatrical production including script analysis, blocking, auditioning, rehearsing, and working with actors. Requires experience in at least one theatrical production.

Prerequisite: THEA 235 and THEA 250 and junior standing or instructor approval. Offered: As Needed.

### **THEA 435 - Directing II (3)**

Students will receive hands-on training in directing their own productions. In addition to directing several scenes in class, students will cast and direct their own one-act play at the end of the semester.

Prerequisite: THEA 434. Offered: As Needed.

### **THEA 442 - Acting for the Camera (3)**

An advanced course in acting designed to acquaint the student with changes in technique that are necessary for performance before the film or television camera with an emphasis on small-scene performance. Students are afforded extensive scene work in front of the camera.

Prerequisite: THEA 250. Offered: As Needed.

### **THEA 493 - Internship in Theater Arts (3)**

Immersion learning experience with a professional theatre or theatre camp. Students wanting to enroll in this course will need to have faculty approval in conjunction with the theatre company or camp prior to the semester enrolled.

Offered: As Needed.

## **UNIV - University**

### **UNIV 111 - University Life (3)**

University Life is a comprehensive course designed to help first-year students develop a healthy and effective balance in academic achievement and personal growth. University Life helps students successfully transition to college academically, socially, and spiritually. UNIV 111 includes topics such as academic success skills, academic planning, time management, stress management and critical thinking. UNIV 111 also introduces students to many resources available on campus to help them be successful in college. Students are introduced to multidisciplinary thinking through the first-year common read and service learning activities.

University Life is intended for all first-year students EXCEPT Bachelor of Music majors. First-year students must be enrolled in this course their first semester at the university. Students who fail the course must repeat it the following semester.

Offered: Fall and Spring.

## **WLLC - World Languages, Literatures, and Cultures**

### **WLLC 101 - The Science of Language: an Introduction to Linguistics (3)**

Communication is a science and an art. Language is inherently systematic and can be described scientifically with all its rules and regulations. Quite ironically, its usage is by nature organic, often bending and breaking rules to allow for effective, creative, and influential communication. This course will examine the structure of language (its elements: morphology, phonology, phonetics, syntax, semantics), the usage of language (its uniqueness as a human phenomenon), and the diversity of language (its variation among humankind).

Offered: Fall.

### **WLLC 102 - One World, Many Voices: an Introduction to Intercultural Communicative Competency (3)**

As societies become increasingly borderless, the ability to navigate the new boundaries in our ever-shrinking world is essential. This course is designed to raise awareness to the interrelatedness of culture and communication, and in doing so develop sensitivities, moreover empathy, for those whose values, beliefs, and convictions differ from our own. Learning other-centeredness in communication helps to bridge the differences that exist among cultures and yield more effective and productive collaboration. Goals for this course include expanding one's set of verbal and nonverbal skills, developing cultural proficiency in unfamiliar settings, deepening one's knowledge of other cultures and contexts (social, linguistic, historical) and how those impact the efficacy of communication.

Offered: Spring.

**WLLC 103 - The Art of 'Reading:' Introduction to Literary and Film Studies (3)**

How do we interact with a text or film? How does a work of art work? How do my critical skills and my personal/cultural background affect my perception of the work of art? The course will provide a strong foundation for the study of literature and film by introducing fundamental concepts and methods that allow a personal and self-conscious engagement with films and literary works.

Offered: Spring.

**WLLC 301 - Girls Gone Mad: The Portrayal of Female "Madness" in World Cinema (3)**

This course examines the role, treatment, and development of the "mad" female subject as portrayed in contemporary international films chosen from various countries and continents in order to examine different languages and cultures. In particular, we will study and analyze the manifestations of female madness displayed by the female protagonists presented in various world films.

Designations: WI3 and IL\*

Offered: As Needed.

**WLLC 302 - He Said, She Said: Gender and Communication (3)**

Men and women use language very differently. These distinctions can be traced to social norms acquired early in childhood that shape individuals well into adulthood. This class explores issues surrounding gender and communication including conversational styles, social position, and cross-cultural (including but not limited to ASL, Hispanic, Francophone, Germanic) challenges stemming from male-female interactions.

Offered: As Needed.

**WLLC 303 - Women's Voices (3)**

This course covers the discussion of influential and interesting texts representing feminine voice and identity. Students will read and discuss texts concerning self-identity and gender roles from at least two different World Languages. The course format will be one of seminar/discussion, where the group will discuss gender studies in general and how gender presents itself as a significant element in literary texts. Each student will select a text in their target language to research more in-depth in a written paper and class presentation. World Languages majors will also present in their target language to representatives from their division.

Offered: As Needed.

**WLLC 304 - Tasting the World One Plateful at a Time: A Study of Food, Language, and Culture (3)**

Food is at the heart of our existence. It not only sustains us physiologically, but moreover, it is an expression of our humanity. Not only what we place on our table, but the rituals of how we prepare it, how we share it and with whom are a reflection our attitudes, values, and beliefs. This course explores the nexus of food, language, and culture around the world and the cross-linguistic differences and similarities among them and the rich communication which results when we gather to sup with one another.

Offered: As Needed.

**WLLC 305 - Dance 'Round the World: A Study of Dance and Cultural Diversity (3)**

Dances are often seen as entertainment or an expression of art. This course seeks to delve deeper into the medium of dance to explore it as a form of communication and as a reflection of cultural diversity. Dance is a powerful tool which creates community and fosters harmony and commonality across racial, social, and economic boundaries. Through its study, we can observe varying belief systems and leadership infrastructures and the common spirit of humanity which unites us in spite of cultural, linguistic, and historical differences among societies.

Offered: As Needed.

**WLLC 306 - Voices of Exile (3)**

This course covers post-colonial texts, cultures, and diaspora. Students will read and discuss texts concerning self-identity and culture as represented through exile from the author's native culture. The course format will be one of seminar/discussion, where the group will discuss different points of existentialism, diaspora, and creation of a unique third space in the selected texts. Each student will select a text in their target language to research more in-depth in a written paper and class presentation. World Languages majors will also present in their target language to representatives from their division. Texts from at least two different World Languages will be studied.

Offered: As Needed.

**WLLC 307 - The Universal Language of Sport/Sport as a Unifying Force in Europe (3)**

Sports represent a major factor in American and European cultures. In this course, students will learn about all aspects of European sport: the most popular sports, the most important clubs, the most inspiring athletes, the most influential rivalries, and the importance of the national and continental leagues. Students will also study the historical events that have created the environment in which modern sports are played in Europe. A major factor that distinguishes European sport from U.S. sport is the aspect of internationalization and how modern sport has helped to unify a continent that has been difficult to unify historically. Students will analyze the role and the effectiveness sports play in the European unification process.

Offered: Spring.

**WLLC 308 - Culture and Remakes: Let's Go to the Movies! (3)**

This course covers Hollywood remakes of foreign films for their cultural value. Students will learn how to view films in order to analyze them using different values orientation models. They will view and discuss films from other countries and the Hollywood remakes analyzing the differences based on the cultural values from both countries involved. A variety of different films, each from a different culture, will be selected. All films will be viewed with English sub-titles. A film from each spoken language in the WLLC department will be included. The course format will be one of seminar/discussion, where the group will discuss different points of cultural values, cultural identity, cultural practice, cultural products, and cultural procedures, including cultural views on humor, violence, acceptability, and taboo. No prerequisites are required for this class. Any student may take this class. Language of instruction: English.

Offered: As Needed.

**WLLC 480 - Senior Seminar (Capstone Course) (3)**

A senior seminar focusing on the exploration, research, development, and presentation of a major research and analytical essay on a subject appropriate to the major. (Essay presented at conference in the following Spring semester.)

Designations: IL\*, WI3. Offered: Fall.

**WMGT - Wealth and Trust****Management****WMGT 301 - Principles of Financial Planning (3)**

This course is intended to examine various aspects of personal financial planning. Includes the financial planning process, financial statements, cash flow and debt management, financing strategies, economic concepts and time value of money, education planning, client management and communication, as well as professional conduct and regulation.

Offered: Spring.

**WMGT 302 - Wealth Management Markets and Strategies (3)**

This course analyzes the various topics related to wealth management markets and strategies: role of financial markets, wealth management markets, monetary policy, financial institutions, financial crisis, financial services regulations, consumer protection, alternative investments, as well as risk management and wealth management strategies.

Prerequisite: ECON 204. Offered: Spring.

**WMGT 320 - Risk Management and Insurance Planning (3)**

This course encompasses practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, disability, property, and liability risks as well as annuities, long-term care, insurance policy, and group insurance.

Offered: Fall.

**WMGT 325 - Estate Planning (3)**

This course provides an overview of estate planning and the strategies and techniques for an effective plan, including property titling, property transfer, estate documents, gift and estate tax, estate liquidity, trusts, marital deduction, business transfer, as well as postmortem estate planning and estate planning for non-traditional relationships.

Prerequisite: ACCT 214. Offered: Fall.

**WMGT 330 - Retirement Planning (3)**

This course introduces the study and application of techniques for retirement planning, including the Social Security and Medicare, Medicaid, defined benefit plans and other pension plans, defined contribution plans, tax-advantage plans and nonqualified plans, as well as regulatory considerations, distribution strategies, and business succession planning.

Offered: Spring.

**WMGT 420 - Investment Planning (3)**

This course examines the goals, strategies, and policies for individual investors, covering the topics including investment vehicles, risk, quantitative concepts, investment returns, asset allocation and portfolio diversification, securities valuation, portfolio management, strategies, as well as alternative investments.

Prerequisite: FINC 312 or consent of the instructor. Offered: Spring.

**WMGT 425 - Tax Planning (3)**

This course examines income tax provisions and compliance emphasizing the multidisciplinary aspects of taxation, covering the topics including tax law, tax fundamentals, taxation of business, trusts and estates, alternative minimum tax, passive activity and at-risk rules, taxation for property transactions, as well as tax deduction and management.

Prerequisite: ACCT 214. Offered: Fall.

**WMGT 450 - Capstone Case in Financial Planning (3)**

This capstone course is designed to allow students to examine a variety of cases in financial planning and create comprehensive financial plans by applying knowledge obtained in major areas of financial planning, including fundamentals of financial planning, education planning, risk management and insurance, investment planning, tax planning, retirement planning, and estate planning. Students will enhance the knowledge, skills, and abilities to attain CFP(r) certification by analyzing hypothetical clients' situations.

Prerequisite: WMGT 301, WMGT 320, WMGT 325, and WMGT 330. Offered: Spring.

**WMGT 497 - Internship in Wealth Management (3)**

The internship is based in a wealth management setting and provides an opportunity for the student to integrate what has been learned in courses and relate it to the operations of a complex wealth management organization.

Prerequisite: Junior standing or department approval. Designations: PRE. Offered: As Needed.

# Online Undergraduate Degree Completion Program

## Course Descriptions

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### ACC - Accounting

#### **ACC 213 - Accounting Principles I (3)**

An introduction to financial accounting. Accounting transactions, the accounting cycle, financial statement preparation. Special issues for short- and long-term assets, liabilities, partnerships, and corporations.

Offered: Fall, Spring and Summer.

#### **ACC 214 - Accounting Principles II (3)**

Continued coverage of financial accounting. Partnerships, corporations, debt, and equity financing. Cash flow and financial statement analysis. Introduction to management accounting: job-order and process costing, budgeting, and variance analysis.

Prerequisite: ACC 213 or permission of the instructor.  
Offered: Fall, Spring and Summer.

#### **ACC 313 - Intermediate Accounting I (3)**

Detailed study of financial and managerial accounting concepts. Financial statement preparation. Time value of money. Cost allocation and valuation of current and long-term assets. Financial reporting and analysis.

Prerequisite: Two courses in accounting principles. Offered: Fall, Spring and Summer.

#### **ACC 314 - Intermediate Accounting II (3)**

Continued study of financial and managerial accounting concepts. Current and long-term debt issues, contributed and earned equity. Financial reporting and analysis.

Prerequisite: ACC 313. Offered: Fall, Spring and Summer.

#### **ACC 315 - Cost Accounting (3)**

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation.

Prerequisite: Two courses in accounting principles. Offered: Fall, Spring and Summer.

#### **ACC 400 - Accounting Information Systems (3)**

In addition to an in-depth investigation of the automation and technology associated with the accounting function. Students will develop a proficiency with a recognized accounting software package.

Prerequisite: ACC 214 and CIS 300. Offered: Fall, Spring and Summer.

#### **ACC 425 - Federal Income Tax I (3)**

Examines introductory federal income tax provisions and compliance from an individual income tax perspective, emphasizing the business implications of individual tax law.

Prerequisite: ACC 214. Offered: Fall, Spring and Summer.

#### **ACC 426 - Federal Income Tax II (3)**

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

Prerequisite: ACC 214 and ACC 425. Offered: Spring.

#### **ACC 430 - Forensic Accounting (3)**

This course will provide an overview for the understanding of forensic techniques and fraud examination methodology. The course will include the study of schemes used by executives, managers, employees, and other stakeholders to commit fraud against their organizations. It will cover prevention, detection, and investigative strategies for businesses, non-profit entities, and governmental functions.

Prerequisite: ACC 213 and ACC 214 or permission of the instructor. Offered: Fall, Spring and Summer.

#### **ACC 435 - Advanced Accounting (3)**

Accounting for partnerships, insurance, corporate consolidations, and government.

Prerequisite: ACC 314. Offered: Fall, Spring and Summer.

#### **ACC 450 - Auditing (3)**

Principles, techniques, procedures, and legal responsibility of auditors.

Prerequisite: ACC 314. Offered: Fall, Spring, and Summer.

### ART - Art

#### **ART 307 - Art Survey (3)**

Introduction to major artists and styles in the history of art, emphasis on appreciating art in its context and understanding the elements and principles of design.

Offered: Fall, Spring, and Summer.

## BAD - Business Administration

### **BAD 115 - Introduction to Business (3)**

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field.

Offered: Fall.

### **BAD 300 - Legal Environment of Business (3)**

The course is designed to cover both the public and private regulation of business. Some of the topics covered are tort law, contract law, agency, partnerships, and corporations.

Offered: Fall, Spring, and Summer.

### **FIN 301 - Personal Finance (3)**

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

Offered: Fall.

### **ECO 302 - Money and Banking (3)**

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance.

Prerequisite: ECO 203 and ECO 204. Offered: Spring.

### **BAD 304 - Applied Business Statistics (3)**

The course considers the use of statistics in business for better planning, control, and decision-making with the focus on using computer statistical software, interpretation, and presentation of results. Descriptive and inferential statistics, probability concepts, hypothesis testing, analysis of variance, and regression analysis are covered.

Prerequisite: CIS 300; MTH 100 or coursework in college algebra; MTH 105 or equivalent; or permission of the instructor. Designations: IL3. Offered: Fall, Spring, and Summer.

### **BAD 305 - Introduction to Management Science (3)**

Explores the use of quantitative methods for decision analysis. Topics include linear programming, sensitivity analysis, integer and goal programming, queuing models, and simulation.

Prerequisite: CIS 300; MTH 100 or coursework in college algebra; MTH 105 or equivalent; or permission of the instructor. Offered: Fall, Spring, and Summer.

### **ECO 311 - Labor Economics (3)**

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages.

Prerequisite: ECO 203 and ECO 204. Offered: As Needed.

### **BAD 325 - Business Communications Applications (3)**

A practical approach to business communications. Emphasis will be placed on theory, formal and informal written communications, presentations, and the job search process.

Offered: Fall, Spring, and Summer.

### **BAD 340 - Integration of Faith and Business (3)**

This elective course will explore the interplay between faith and business. Various models of integration at the personal and corporate level will be explored. Students will be challenged to develop their own philosophy of how faith makes a difference in their approach to business. In addition to traditional business ethics topics, this course will explore personal morality, the unique implications of the Christian faith to various business disciplines, and business as service.

Prerequisite: Junior- or senior-level status. Offered: Fall, Spring, and Summer.

### **BAD 360 - International Business (3)**

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

Offered: Fall, Spring, and Summer.

### **BAD 396 - International Experience (3)**

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

Offered: As Needed.

### **BAD 480 - Business Strategy (3)**

A capstone course that emphasizes the integration of all prior learning in business administration, related coursework, and any workplace experiences to synthesize and apply concepts from the functional business areas to develop an understanding of organizations from the perspective of top management. The student will analyze complex business problems independently and with a team to formulate realistic strategic solutions.

Prerequisite: ACC 214, BAD 304, BAD 305, CIS 300, ECO 204, FIN 312, MKT 300, and senior standing. Offered: Fall, Spring, and Summer.



## BIO - Biology

### **BIO 335 - Pathophysiology (3)**

Study of alterations in normal body structure and function associated with various disease processes.

Offered: As Needed.

## BKE - Birth-Kindergarten Education

### **BKE 260 - Assessment and Observation (3)**

This course will explore a variety of observation and assessment tools to examine the physical, social, and emotional development that supports the learning of young children. Scheduling, room arrangement, indoor and outdoor learning environments, as well as adult interactions will be observed and assessed. The importance of creating healthy and safe environments that support the learning of all children as well as ethical considerations for observation and assessment will be explored. Upon completion, students should demonstrate an understanding of the importance of documentation and how it supports young children. Students should be able to explain their role and responsibilities as a professional in observation, assessment, and documentation practices.

Offered: As Needed.

### **BKE 270 - The Exceptional Child (4)**

This course is an introduction to various exceptionalities among young children, including children with behavioral, learning, and physical atypical patterns of development. This course examines inclusive/diverse settings, evidence-based educational/family plans, differentiated instruction practices, adaptive materials, and assistive technology. Assessment tools used to determine exceptionalities will be analyzed as well as observation and assessment techniques. Common physical, social-emotional, and cognitive disorders will be researched and modifications necessary to support children with these disorders will be examined. Emphasis is placed on the characteristics of exceptionalities and delays and the importance of early intervention/special education, collaboration with families, specialists, and community partners. Upon completion, students should be able to recognize exceptionalities, describe the referral process, identify community resources, and develop appropriate strategies/modifications to support children by utilizing best practices as defined by laws, policies, and the Foundations for Early Learning and Development and demonstrate an understanding of following ethical practices in protecting confidentiality and the integrity of families and children who receive support as determined by an IEP and/or IFSP.

Offered: As Needed.

### **BKE 280 - Guiding and Supporting Young Learners (4)**

This course focuses on the needs of children in relation to group settings, curriculum decisions, and the design of early learning environments. Current issues and trends of early childhood education, developmentally-appropriate practice, curriculum models, the role of the caregiver (family and/or teacher), the process of guiding and teaching, and the facilitation of development and learning of young children who are culturally, linguistically, social-emotional, and ability diverse are explored. Upon completion, students should be able to explain how young children are taught, cared for, and supported in early learning environments. The impact of atypical social emotional development and its effects will be analyzed, as will the importance of adult-child relationships and interactions. Students should be able to demonstrate a knowledge of current best practices, rules and regulations, curriculum, and the importance of creating developmentally-appropriate and culturally appropriate, supportive environments.

Offered: As Needed.

### **BKE 290 - Child Development (3)**

This course covers child development for children birth through age eight. Developmental milestones for cognitive, social-emotional, and physical development will be included. The importance of Developmental Appropriate Practice, play in the early learning environment, and the whole child concept will be examined. Developmental theories and research-based pedagogy will be included. Upon completion, students should be able to identify evidence-based strategies and theories that enhance the development of all children, including various diversities and abilities. Students should also be able to explain how environmental and biological factors impact development and how development follows sequential patterns, recognizing atypical developmental patterns.

Offered: As Needed.

### **BKE 300 - Special Topics: Technology in the BK Environment (3)**

This course focuses on enhancing the learning environment through the use of technology in the BK classroom. It enables candidates to the use technology in the creation of a child-centered, safe, and developmentally-stimulating learning environment. The course introduces the candidate to resource-based teaching through the use of educational technology and its appropriate uses in the classroom. It focuses on developing research skills by designing, planning, and producing basic educational materials using technological hardware and software. The process of selecting and utilizing technological resources for birth through kindergarten classrooms are emphasized. The candidate will also learn about assistive technology for the atypical child.

Offered: As Needed.

**BKE 360 - Child, Family, and Community: Building Supportive Relationships (3)**

This course covers the importance of developing positive, reciprocal partnerships among families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Emphasis on the role of formal and informal support systems, and effective family professional collaborative partnerships that are family-driven will be examined. Upon completion, students should be able to identify appropriate relationship-building strategies between families, children, schools, and communities and demonstrate a variety of communication skills necessary for building positive home, school, and community partnerships to support every child.

Offered: As Needed.

**BKE 370 - Infants and Toddlers (3)**

This course examines integrated approaches to supporting infants and toddlers ages birth to 36 months who are culturally, linguistically, and ability-diverse with an emphasis on practice in applied settings including all environments that support children's learning. Upon completion, the student will be able to create learning opportunities for children birth through 36 months with an emphasis on positive learning experiences; nurturing interactions; and providing safe, warm, and nurturing interactions. Students will complete a clinical assignment in an approved infant - toddler program where there will be opportunities to examine relationships that support and facilitate learning for the child and family.

Offered: As Needed.

**BKE 380 - Early Childhood Curriculum (3)**

This course examines approaches to learning within the context of emotional/social, health and physical, language and communication, and cognitive domains with an emphasis on practice in applied settings. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability-diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally-appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Foundations of Early Learning. Students should also practice assessment procedures which provide meaningful feedback regarding student progress.

Offered: As Needed.

**BKE 390 - Kindergarten Curriculum (3)**

This course examines approaches to learning within the context of the kindergarten classroom and kindergarten curriculum. This course provides opportunities to select, modify, present, and extend curriculum for young children who are culturally, linguistically, and ability-diverse in a developmental framework. Upon completion, the student should be able to create meaningful, engaging, and developmentally-appropriate learning experiences for young children. Students should be able to create learning experiences that follow state curricular guidelines and incorporate the NC Standard Course of Study (Common Core). Students should also practice assessment procedures which provide meaningful feedback regarding student progress.

Designations: W13. Offered: As Needed.

**BKE 410 - Language and Literacy for the Young Child (4)**

This course provides evidence-based strategies for enhancing language and literacy experiences for children ages birth - eight years and how these experiences enhance a child's cognitive, language, social, emotional, and physical development. Topics include the history and selection of developmentally-appropriate children's literature and the use of books, technology, and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select, plan, implement, and evaluate developmentally-appropriate language and literacy experiences for children who are culturally, linguistically, and ability diverse. In addition, the student should be able to evaluate children's literature and its use in the early learning environment, identifying award-winning children's literature and the integration of children's literature in all areas of curriculum.

Offered: As Needed.

**BKE 420 - Math, Science, Social Studies, and the Arts for Young Children (4)**

This course examines the development of science, social studies, art, and mathematical thinking in young children who are culturally, linguistically, and ability diverse. Research, current educational practice, and instructional materials and strategies are analyzed. Emphasis is on the design and assessment of integrated math, science, social studies, and art learning activities. Upon completion, students should be able to design and implement developmentally-appropriate, integrated learning experiences in an early childhood learning environment for ages 3-8. Students should be able to incorporate technology. This course includes a clinical field-based experience.

Offered: As Needed.

**BKE 430 - Internship: BK Practices, Procedures, and Policies (3)**

This course includes intensive work with children and families in home and community settings planned by the student and advisor with a focus on integration of theory and practice, including policies, procedures, and practices for young children. This course will include practice in a community/home preschool/daycare setting and practice in a school-sponsored preschool and kindergarten program. Upon completion, the student should complete a comprehensive portfolio which demonstrates an understanding of early childhood education theory and practice.

Offered: As Needed.

**BKE 440 - Professional Administrative Seminar (12)**

This course is an intensive examination of policies, procedures, and responsibilities for administration of early childhood education programs. It includes an intensive clinical experience that provides the student opportunities to facilitate learning, design environments, create program handbooks, policies, and procedures manuals, and engage in practices for meaningful and positive adult leadership as well as experiences collaborating with colleagues, families, and children. Upon completion, the student should be able to demonstrate effective strategies necessary to lead and manage a quality early learning environment in a home center, community preschool, and/or daycare including private and/or faith-based programs. In addition, the students will demonstrate effective interpersonal and leadership skills that promote quality, align to the NAEYC code of ethical conduct, and meet state program requirements. This course requires one semester-long experience in early learning environments, other than those in a school setting. This is the non-licensure seminar/leadership course for students who are not pursuing BK licensure. Admission to the Teacher Education program is required for at least one year prior to taking BKE 440.

Designations: PRE . Offered: As Needed.

## CIS - Computer Information Systems

**CIS 300 - Management Information Systems (3)**

A general introduction to management information systems theories and concepts, including the organizational role of information systems, prevalent information and communication technologies, and information systems development processes, with an emphasis on tools such as Excel.

Offered: Fall, Spring, and Summer.

**CIS 371 - Systems Analysis and Design (3)**

Emphasis is placed on the design and development systems, including the software and databases that are needed to support the business needs of organizations.

Prerequisite: CIS 300. Offered: Spring.

**CIS 432 - Information Systems Project Management (3)**

This course examines the characteristics of information technology projects, especially involving the development of software-intensive systems, and introduces the student to a variety of project management techniques.

Prerequisite: CIS 300. Offered: Spring.

**CIS 433 - Database Management (3)**

Beginning and intermediate topics in data modeling for relational database management systems. Major emphasis is placed on understanding the various database management functions and providing database support for organizations.

Offered: Fall.

**CIS 470 - Strategic Information Management (3)**

Prepares the student to develop an understanding and appreciation for the impact of information systems on the economy and business performance, emerging public technology infrastructure and its role in the modern organization, electronic business applications, and technology-driven business models and strategies. Capstone Course.

Prerequisite: CIS major, CIS 300, and senior status.

Offered: Spring.

**CIS 475 - Topics in Management Information Systems (3)**

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

Offered: As Needed.

**CIS 498 - Internship in Computer Information Systems (3)**

By special arrangement with the approval of the department chair.

Offered: As Needed.

## CJC - Criminal Justice

### CJC 320 - Ethics in Criminal Justice (3)

This course provides students with an introduction to diversity and morality and scope of ethics, particularly as its many problems and diverse perspectives intersect with those ongoing controversies found in the everyday world of crime, law, and justice. Ethics involves the study of many different themes and issues, including concepts such as good, duty, obligation, virtue, freedom, rationality, and choice, as well as the ways in which each of these notions informs the dilemmas we face, the choices we make, and the actions we undertake. The themes that this ethics course explores underlie many circumstances we routinely confront as individuals, groups, organizations, communities, and cultures. The immediate aim of this course is to encourage critical reflection on these concepts and concerns, recognizing their significance to and contemplating their value for people in various social contexts.

Offered: Fall.

### CJC 360 - Criminal Investigation (3)

This course provides the student with a working knowledge of criminal investigation principles, techniques, law, and procedure. The investigation process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included is a study of crime scene investigation, interrogation, burglary, assault, sex crimes, death cases, homicide and murder, organized crime, and terrorism.

Offered: Spring.

### CJC 400 - Special Topics in Public Safety (3)

This course will include special topics that provide insight into the system and processes to include areas of law enforcement, the judiciary, corrections, penology, public safety, homeland security, terrorism, intelligence, and other timely 21st century public safety areas.

Offered: Spring.

### CJC 410 - Philosophy of Criminal Justice (3)

The major focus is alternatives for dealing with law violations and relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, legitimacy of alternatives to punishment, justification for considering illegal acts as products of disease, and the reconcilability of a system of punishment with a deterministic view of human behavior.

Offered: Spring.

### CJC 420 - Administrative Decision-Making for Public Safety (3)

A course in public safety decision-making with considerable emphasis on management styles and their effect on the operation of the police force and related public safety agencies.

Offered: Fall.

### CJC 425 - American Corrections (3)

This course introduces the American Correctional System. Corrections has a rich history, innovative in practice, and challenged by societal problems that will be the subject of this course and will allow us to focus on the progression to 21st Century American Corrections. We will explore the shift away from the goal of rehabilitation, dominant in the 1970s, to the primacy of crime-control goals since the 1980s. During the past quarter-century, corrections has seen the rise and fall of boot camps, the growth of privately owned and operated prisons, interest in community and restorative justice, and the present emphasis on evidence-based decision-making. The recent downturn in the economy has placed great fiscal burdens on public agencies. At all levels of government—federal, state, and local—budgetary deficits have greatly affected corrections. The primary goal of this course is to develop a general understanding of the American Correctional system and its response to rehabilitation, re-entry, punishment, and incarceration in society today. Students will consider corrections in the U.S., explore the key elements of the correctional mission, and examine a number of special issues relevant to the American Correctional system today.

Offered: Fall.

### CJC 426 - Civil Liability for Public Service Officials (3)

This course focuses on some of the most common civil liability concerns for public service officers. The course will look at civil for public safety officers and officials from the state and federal levels. Topics will include liability under 42 U.S.C. 1983, common forms of liability under state law, liability concerns for supervisors, failure to train, personnel issues, pursuits, and arrests. Defenses to civil litigation will also be discussed. 3 credit hours.

Offered: Spring.

### CJC 430 - Public Safety Theory and Research (3)

A discussion and practical application in operations research as it applies to public safety, crime/fire prevention, prosecution management, arson/crime, corrections, recidivism, probation, and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance.

Offered: Spring.

### **CJC 440 - Trends in Criminal Justice (3)**

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

Offered: Spring.

### **CJC 448 - Substance Use and Abuse (3)**

This course provides a framework for students to explore the psychological and psychosocial aspects of various substance-related disorders, along with information specific to current addictive criteria, and the methods, models, and procedures in assessment and treatment. Students will be able to identify the impact of substance abuse on the individual, family, and community as well as use of personal strengths/skillsets in working with the population. An emphasis is placed on critical analysis, dialogue, and appropriate use of technique.

Cross-Listed as: HUS 448. Offered: Summer Even Years; Spring Odd Years.

### **CJC 450 - International Issues in Public Safety (3)**

An overview and insight into nature and complexity of current international criminal justice issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the Internet, policing in other countries, terrorism, cyber-crime, money laundering, and trafficking in drugs, people, and arms.

Offered: Fall.

### **CJC 460 - Cybercrime (3)**

An overview of the legal and social implications of technological crimes. Emphasis will be placed on understanding and managing cybercrimes including theoretical implications, prevention, law enforcement investigation, and prosecution of cybercrimes.

Offered: Fall.

### **CJC 470 - Homeland Security, Terrorism, and Intelligence (3)**

This course provides information about three important subjects: homeland security, terrorism, and intelligence. These interconnected topics often dominate today's news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, public servants, police officers, fire administrators, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and homeland security and their interrelationship as an emerging international threat.

Offered: Spring.

### **CJC 475 - Organized Crime (3)**

This course provides the student with an in-depth working knowledge of the concept of organized crime—what it is and what it is not. It will provide the historical foundations for understanding the evolution, development, and current status of organized crime. An overview of various criminal organizations, their activities, and their highly-organized and immensely profitable crimes will be presented. Students will explore various crime control measures and policies for managing the illegal activities of criminal organizations as well as the organized crimes of legitimate organizations.

Offered: Summer.

### **CJC 495 - Independent Study (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval of the instructor offering the study, student's major department, and concurrence of the Dean/Chair. Offered: As Needed.

### **CJC 496 - Independent Study (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval of the instructor offering the study, student's major department, and concurrence of the Dean/Chair. Offered: As Needed.

### **CJC 497 - Public Safety Internship (3)**

Designed for students enrolled full-time in the criminal justice program to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system.

Offered: Fall, Spring, and Summer.

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Offered: Fall, Spring, and Summer.

**COM - Communications****COM 379 - Internet Seminar (1)**

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

Offered: Fall, Spring, and Summer.

**ECE - Exceptional Children Education****ECE 270 - Critical Components of Special Education (3)**

This course is designed to provide a foundational understanding of the components of special education while providing opportunities to explore and research various critical issues and trends that impact the field. Students will analyze the laws and policies regarding the education of students with disabilities. Principles regarding Free Appropriate Public Education (FAPE) and the Least Restrictive Environment (LRE) will be examined and evaluated. An understanding of various categories of disability with a focus on high-incidence disabilities will be developed. Students will determine the appropriateness of special education eligibility by examining the referral to placement process.

Prerequisite: EDU 250 with a "C" or better; EDU 350 with a "C" or better. Offered: As Needed.

**ECE 370 - Specially Designed Instruction for Exceptional Learners (4)**

This course is designed to investigate and explore a variety of assessment and evaluation procedures used to determine the needs of the exceptional learner. A focus of this course will be understanding the definition of specially designed instruction as the primary justification to providing special education services to a student with a disability. Emphasis will be placed on curriculum-based assessments, progress monitoring, observation techniques, and the use of formative and summative evaluations to design appropriate learning experiences that meet the individual needs of the exceptional learner. Evaluation types for the monitoring of progress towards IEP goals as required by federal and state regulations, as well as the requirements for reporting progress will be analyzed. Types of modifications and accommodations will be evaluated and analyzed in order to determine which compliment curriculum, assessment, and are necessary to allow students access to the general education curriculum and environment. The learner will become familiar with federal and state regulations, as well as the policies governing testing participations, accommodations, and modifications which mandate requirements for assigning, implementing, and monitoring accommodations and modifications as outlined in an Individualized Education Plan (IEP) or 504 Plan.

Prerequisite: EDU 250 with a "C" or better, EDU 350 with a "C" or better, and ECE 270 with a "C" or better. Offered: As Needed.

**ECE 380 - Communication and Collaboration with Stakeholders (3)**

This course is designed to provide communication strategies that should be used when working with the family, caregivers, related service providers, and outside support agencies of students with special needs. Professionals who support the student and the family will be identified. Techniques for involving professionals and other support persons who work with the exceptional-needs student and the family will be explored. Community agencies and support systems for the student as well as the family will be analyzed. The importance of conferencing with the family and professionals will be examined. The role of the educator in connecting families with appropriate school-based and community-based resources will be developed. The role of the surrogate parent in the IEP process will be analyzed.

Prerequisite: EDU 250 with a "C" or better, EDU 350 with a "C" or better, and ECE 270 with a "C" or better.. Offered: As Needed.

**ECE 425 - Providing Instruction - Continuum of Alternative Exceptional Children Placements (4)**

This course is designed to provide instruction and experiences in the program content, teaching methods, and strategies for the exceptional learner with emphasis on methods and materials for meeting the needs of the special-needs student. Various types of educational settings for the special-needs child and methods for teaching in each will be demonstrated. Field experiences will include working in inclusive learning environments in the elementary, middle school, and/or high school, providing instruction, modifications, accommodations, and experiences with designing IEPs with regards to NC state curriculum standards. Specially Designed Instruction (SDI) will be analyzed by examining commonly used programs and assessments within different alternative placements. Must be taken the semester before student teaching.

Prerequisite: EDU 250 with a "C" or better, EDU 350 with a "C" or better, and ECE 270 with a "C" or better.. Offered: As Needed.

**ECO - Economics****ECO 203 - Principles of Economics I (Economics and the Free Market System) (3)**

Explores the economic implications, history, and philosophy of the free enterprise system with special attention to national income theory; money, banking, and the Federal Reserve system; Keynesian and Classical theories; and the mechanics of the business cycle.

Offered: Fall, Spring, and Summer.

**ECO 204 - Principles of Economics II (3)**

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution.

Prerequisite: ECO 203. Offered: Fall, Spring, and Summer.

**ECO 401 - International Economics (3)**

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

Prerequisite: ECO 203 and ECO 204. Offered: As Needed.

**ECO 402 - Managerial Economics (3)**

Economics applied to managerial decision-making. Analysis of costs, production, and decision-making under uncertainty.

Prerequisite: ECO 203 and ECO 204. Offered: As Needed.

**EDU - Education****EDU 250 - Teaching in the 21st Century Schools (4)**

A course designed to be the candidates' first course orienting them to education as a profession, to Gardner-Webb University's School of Education, and to the North Carolina Professional Teaching Standards (NCPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Experiences include a clinical experience with classroom observations, exploration of a diverse range of topics, and guided research in their intended teaching area particularly in relation to the North Carolina Standard Course of Study. Because this course sets up all future expectations in the School of Education, it is the prerequisite for all other education courses and no transfer credit will be accepted for this course. (All teacher candidates, regardless of the area of licensure, will be charged a Clinical Assessment Fee in EDU 250 Teaching in 21st Century Schools and EDU 450 Student Teaching. This non-refundable fee will cover the candidate's subscription to TaskStream, as well as the required background checks. In addition, Elementary candidates are required to have an iPad or tablet with video capabilities for every EDU course with the exception of EDU 250 Teaching in the 21st century.) It is highly suggested to take MATH 204 concurrently with this course. It is suggested that candidates take this course during their second semester of freshman year. Six (6) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Offered: Fall and Spring.

**EDU 251 - Introduction to Effective Teaching and Learning (1)**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to provide an introduction to the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

### **EDU 252 - Applying Principles of Effective Teaching and Learning (1)**

Teachers today are expected to not only plan research-based lessons and engage students in instruction using research-based methods, but also to assess instruction while it is happening, and after the instruction has taken place, to inform future instruction. This assessment to instruction cycle is required to ensure students are continually learning and growing. This cycle is complex. The cycle includes discipline-specific research, technical writing, data collection, data analysis, and informed planning. A specific vocabulary, both pedagogical and academic, is also required to be successful with this cycle. The purpose of this course is to reinforce the requirements of effective student learning, including the vocabulary, research skills, technical writing, data collection and analysis, and informed planning. The School of Education recommends all licensure candidates take this course.

Prerequisite: EDU 251 with grade of "C" or better. Offered: Fall and Spring.

### **EDU 302 - Literacy Foundations (3)**

This course is designed with emphasis on the literacy process as a fundamental aspect of the 21st century school curriculum. The focus is on theory, literacy development, and the methods of teaching various literacy skills to students in grades K-2. Current research and practices will be examined and evaluated. Each student will be required to observe the teaching of literacy in the public school classroom. Nine (9) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

### **EDU 306 - Literacy and Language Arts for K-8 (4)**

This course is designed to assist elementary and middle candidates with an awareness of the importance of literacy and language arts in the 21st century classroom. Candidates will be immersed in literacy and reading instruction as they develop oral and communication skills. Emphasis will be placed on upper elementary and middle grades literacy development with regards to curriculum and standards. A device capable of recording is required for this course. Twelve (12) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better and EDU 302 with a grade of "C" or better. Offered: Fall and Spring.

### **EDU 310 - Fine Arts Integration Seminar (1)**

This seminar is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior. Six hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.



**EDU 311 - Fine Arts Integration in 21st Century Schools (3)**

This course is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates will engage in a creative process which connects the various arts forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum will be developed, modeled, studied, and practiced. Candidates will connect the arts to basic reading skills, literacy, writing, mathematics, cognitive skills, motivation, and social behavior through a series of lesson plans. An iPad is required for this course. Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

**EDU 312 - Practicum in Literacy (K-9) (3)**

A course designed to provide experiences for the pre-service teacher in the teaching of literacy and diagnosing difficulties with literacy skills on the K-9 level. Emphasis is placed on the causes of learning disabilities that affect literacy development and achievement, diagnostic instruments, standard and informal assessment procedures, and materials and methods of literacy instruction. Candidates will work with individual students and/or small groups in the public school classroom. (A materials fee will be charged for this class.) A device capable of recording is required for this course. Thirty five (35) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate

Prerequisite: EDU 302, EDU 250, and EDU 306 with grade of "C" or better. Elementary candidates only.. Offered: Fall and Spring.

**EDU 350 - Diverse Populations in 21st Century Schools (4)**

A course designed to assist developing teacher candidates with the articulation and recognition of positive learning environments for the wide variety of diverse students present in 21st-century schools. This diversity includes cultural, socioeconomic, environmental, social, physical, academic, behavioral, and linguistic individual differences among students. Given these individual differences, candidates' articulations would include high expectations for individuals, understanding of various resources for meeting individual needs (including the use of support specialists), and understanding strategies for enhancing communication between and among home and school environments. A 12-hour Clinical Experience is required. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

**EDU 375 - Classroom Leadership Seminar for Elementary and Middle Grades (2)**

This class is designed to assist Elementary and Middle Grades candidates in understanding approaches to classroom management, techniques, and procedures for establishing a supportive and positive classroom climate. Candidates will engage in multidisciplinary methods to research, evaluate, and create classroom management practices and plans to promote a positive and safe climate for all learners. Candidates will demonstrate knowledge of typical and atypical patterns of behavior, causes and effects, and how these patterns impact instruction and learning. In addition, teacher candidates will evaluate the importance of the family and other support systems when managing student behaviors and determine how the family can support the classroom environment. Six hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

**EDU 410 - Introduction to Curriculum Integration and Assessment (3)**

This course will focus on understanding the various models of curriculum integration and their implementation through interdisciplinary instructional planning. Topics will include understanding the relationship between content and various disciplines and the use of multiple indicators, including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. Three hours Clinical Experience required. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

**EDU 435 - Facilitating Learning in 21st Century Schools (4)**

Elementary Education candidates will build on knowledge of individual student development gained in EDU 350 Diverse Populations in 21st Century Schools, candidates will apply that knowledge as they assess particular individual student needs, and will collaboratively plan appropriate instruction to meet those needs. Within this course, instruction and classroom management will be interwoven into every aspect of teaching and learning. Instructional plans will include monitoring of student performance; utilization of a variety of planning models, methods, and materials; exposure to various aspects of management that will be encountered during instruction; an integration of technology and instruction that leads to application of critical thinking; and problem-solving skills. This course will also address preparation for the school year, communicating with parents/guardians, creating rules and procedures, motivating students to learn, and responding to inappropriate behavior. Course requirements: Taken the semester before the student teaching semester and located in a partnership school. An iPad is required for this course. Sixty (60) hours Clinical Experience required. Clinical Experience placement requests will be communicated by the Director of Clinical Experiences. Candidates must request a placement by the deadline and complete the experience in the assigned placement. Transportation to and from placement is the responsibility of the candidate.

Prerequisite: EDU 250 with grade of "C" or better.  
Corequisite: EDU 350.. Offered: Fall and Spring.

**EDU 450 - Student Teaching (12)**

A 16-week period of full-time supervised teaching at the appropriate level. The Student Teaching Handbook will provide the guidelines for this course. This course meets the Professional Readiness Experience graduation requirement. Admission to Teacher Education for at least one year prior to student teaching, and all other coursework completed. Application deadlines are announced by the School of Education. Candidates will be charged an edTPA Assessment Fee. Attendance at student teaching seminars required.

Prerequisite: EDU 250 with grade of "C" or better.  
Designations: PRE . Offered: Fall and Spring.

**ENG - English****ENG 101 - Composition I (3)**

Introduction to expository writing by process method. Grammar and mechanics.

Offered: As Needed.

**ENG 102 - Composition II (3)**

Continuation of process writing with emphasis on argumentation, critiquing, essay examinations, and research skills. Analysis of literary and non-literary texts.

Prerequisite: ENG 101. Offered: Fall, Spring, and Summer.

**ENG 211 - British Literature Survey I (3)**

Representative writers of British Literature from the beginning of British Literature to the eighteenth century.

Prerequisite: ENG 102 . Offered: As Needed.

**ENG 212 - British Literature Survey II (3)**

Representative writers of British Literature from the eighteenth century to the present.

Prerequisite: ENG 102 . Offered: As Needed.

**ENG 231 - American Literature Survey I (3)**

Representative writers from the American Colonial period to Whitman, mid-nineteenth century.

Prerequisite: ENG 102 . Offered: As Needed.

**ENG 232 - American Literature Survey II (3)**

Representative writers of the United States from Walt Whitman to the present.

Prerequisite: ENG 102 . Offered: Fall, Spring, and Summer.

**ENG 240 - Survey of Topics in Literature (3)**

This course will survey a cultural topic through literature that focuses on a time period, theme, writer, or region.

Prerequisite: ENG 102. Offered: Fall, Spring, and Summer.

### **ENG 251 - World Literature I (3)**

Literature from ancient times through 16th century in western and non-western cultures, excluding British and American.

Prerequisite: ENG 102. Offered: As Needed.

### **ENG 252 - World Literature II (3)**

Literature from the 16th century through present in western and non-western cultures, excluding British and American.

Prerequisite: ENG 102. Offered: As Needed.

## **FIN - Finance**

### **FIN 312 - Financial Management (3)**

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

Prerequisite: ACC 213, ACC 214, ECO 203, and ECO 204.  
Offered: Fall, Spring, and Summer.

### **FIN 320 - Risk Management and Insurance (3)**

This course will encompass practical issues as well as basic concepts and principles of risk management and insurance, including personal, business, and social viewpoints in regard to managing life, health, property, and liability risks.

Offered: Fall, Even Years.

### **FIN 460 - International Finance (3)**

Explores the role of financial institutions, markets, and strategies in the international context.

Prerequisite: FIN 312. Offered: As Needed.

## **FRE - French**

### **FRE 300 - Aspects of French Culture and Language (3)**

An introduction to selected aspects of French Culture, including the rudiments of the French language. No prior knowledge of French is required.

Offered: As Needed.

## **FSA - Fire Service Administration**

### **FSA 310 - Fire Service Administration (3)**

The course demonstrates the importance of the following skills necessary to manage and lead a fire or emergency services agency through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

Offered: Fall, Even Years.

### **FSA 345 - Fire Service Ethics (3)**

Ethics in the fire service administration can be challenging and complex. No other government services are granted the same degree of public trust, and as leaders students will be called upon to show ethical leadership. This course increases student proficiency in making ethical decisions in fire service administration.

Offered: Fall, Even Years.

### **FSA 350 - Fire Prevention Organization and Management (3)**

This course examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, master planning, various types of influences, and strategies.

Offered: Summer, Even Years.

### **FSA 375 - Fire Service Leadership (3)**

This course is designed to develop a foundation of leadership for the modern officer. The students will examine their own leadership style and will be introduced to various theories on leadership. Various leadership issues will be discussed during this course.

Offered: Spring, Odd Years.

### **FSA 400 - Political and Legal Foundation in Fire Service Administration (3)**

This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and political processes with regard to the fire service.

Offered: Spring, Odd Years.

**FSA 415 - Managerial Issues in Hazardous Materials (3)**

This course presents current issues in management of a department-wide hazardous materials program. It includes issues that are pertinent to officers and managers in public safety departments, including regulations and requirements for hazardous materials (hazmat) preparedness, response, storage, transportation, handling and use, and the emergency response to terrorism threat/incident. Subjects covered include local, state, and federal emergency response planning, personnel and training, and operational considerations such as determining strategic goals and tactical objectives.

Offered: Spring, Even Years.

**FSA 420 - Administrative Decision-Making for Public Safety (3)**

A course in public safety decision-making with considerable emphasis on management styles and their effect on the operation of public service organizations and related agencies.

Cross-Listed as: CJC 420. Offered: Summer, Odd Years.

**FSA 425 - Public Safety Theory and Research (3)**

A discussion of theoretical and practical application in operations research as it applies to public safety, crime/fire prevention, prosecution management, arson/crime, corrections, recidivism, probation, and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance.

Offered: Spring, Even Years.

**FSA 440 - Fire Arson and Explosives Investigation (3)**

An in-depth study in the analysis of fire, arson, and explosion scenes. Emphasis will be placed on the principles and techniques of scene preservation and analysis, management of investigative functions, documentation of the scene, and determination of the cause and origin of fire.

Offered: Fall, Odd Years.

**FSA 450 - International Issues in Public Safety (3)**

An overview of and insight into the nature and complexity of current international public safety issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, computer or cybercrime, money laundering, and trafficking in drugs, people, and arms.

Cross-Listed as: CJC 450. Offered: Summer, Odd Years.

**FSA 455 - Managing Safety and Survival Programs for the Fire Service (3)**

This course is designed to formulate and put into practice health and safety procedures that address firefighter injuries and fatalities. The course will also focus on the need for a culture of safety, especially regarding how decisions made at the managerial and operational levels can exert influence to ensure that "everyone goes home."

Offered: Fall, Odd Years.

**FSA 470 - Homeland Security, Terrorism, and Intelligence (3)**

This course provides information about three important subjects: Homeland Security - Terrorism - Intelligence. These interconnected topics often dominate today's news events and are critically important to our communities and nation. This course will provide a scholarly approach to the study of terrorism, but also incorporates the real-world experience of federal agents, police officers, and soldiers tasked with preventing the next terrorist attacks in our country. This approach will provide students with a unified and cutting-edge understanding of terrorism, intelligence, and homeland security and their interrelationship as an emerging international threat.

Cross-Listed as: CJC 470. Offered: Summer, Even Years.

**FSA 495 - Independent Study I (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval of the instructor offering the study and the department chair. Offered: As Needed.

**FSA 496 - Independent Study II (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval of the instructor offering the study and the department chair. Offered: As Needed.

**FSA 497 - Public Safety Internship I (3)**

Designed for students enrolled full-time in the fire services administration program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the fire administration system.

Offered: Fall, Spring, and Summer.

**FSA 498 - Public Safety Internship II (3)**

Designed for students enrolled full-time in the fire services administration program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the fire administration system.

Offered: Fall, Spring, and Summer.

### **FSA 499 - Special Topics in Public Safety (3)**

This course will include special topics that provide insight into the system and processes to include areas of fire administration, law enforcement, the judiciary, corrections, penology, public safety, homeland security, terrorism, intelligence, and other timely 21st century public safety areas.

Offered: As Needed.

## **GER - German**

### **GER 300 - Aspects of German Culture and Language (3)**

An introduction to selected aspects of German Culture, including the rudiments of the German language. No prior knowledge of German is required.

Offered: As Needed.

## **GRK - Greek**

### **GRK 101 - Elementary New Testament Greek I (3)**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included.

Offered: As Needed.

### **GRK 102 - Elementary New Testament Greek II (3)**

A study of designated forms and basic grammatical uses of biblical Koine Greek. Basic vocabulary development of the Greek New Testament will be included.

Offered: As Needed.

## **HEA - Health**

### **HEA 401 - Drug and Alcohol Education (3)**

An introduction to the sociological, cultural, psychological, and physical implications associated with the use and abuse of substances.

Offered: Fall, Spring, and Summer.

### **HEA 402 - Sexuality/Sex Education (3)**

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

Offered: Fall, Spring, and Summer.

## **HIS - History**

### **HIS 301 - Issues in Western Civilization, Pre-History to 1715 (3)**

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

Offered: As Needed.

### **HIS 302 - Issues in Western Civilization, Since 1715 (3)**

Beginning with 1715, this course presents a perspective of the last three centuries of western history.

Offered: As Needed.

### **HIS 319 - The United States in the Twentieth Century (3)**

A study formulated to emphasize events, movements, and trends in modern America and to examine the functioning of constitutional principles.

Offered: Fall, Spring, and Summer.

## **HMG - Healthcare Management**

### **HMG 200 - Introduction to Healthcare Management (3)**

This course is an introduction to the healthcare delivery system in the United States with some comparisons to systems in other countries. Health systems at the federal, state, and local level are discussed as well as differences between the private and public sectors. Potential careers in healthcare management are explained.

Offered: Fall, Spring, and Summer.

### **HMG 303 - Economics, Budgeting, and Finance In Healthcare (3)**

This course applies accounting, finance, and economic principles to the healthcare arena. Participants will understand the impact of economic issues on healthcare, and the impact of healthcare on the economy. Participants will be able to apply accounting and finance principles to healthcare in budgeting, financial statement analysis, and capital management.

Prerequisite: ACC 213, ACC 214, ECO 203, and ECO 204.  
Offered: Spring.

**HMG 310 - Diversity and Culture in Healthcare Management (3)**

This course explores the issues of diversity and culture in healthcare - in human resources, patient care, and access to care. The growing diversity of communities makes it imperative that healthcare providers understand the diversity and culture of their community, and the cultural meanings and values of illness and disease treatments to various groups. The course explores health and disease symptoms within a cultural setting and the cultural relativity of illness.

Prerequisite: HMG 200. Offered: Fall.

**HMG 315 - Healthcare Quality Seminar (3)**

This course explores quality in healthcare. Quality medical care and quality patient care are examined. This course introduces concepts associated with quality management and improvement in the healthcare environments, and introduces the concept of systems thinking and dynamic complexity in healthcare organizations.

Prerequisite: HMG 200. Offered: Spring.

**HMG 400 - Introduction to International Health (3)**

This course introduces healthcare management issues within the context of comparative biological, social, economic, and political systems. This course examines issues from many sectors (population, environmental health, nutrition, etc.) as well as principles of health system structure, financing, and reform. This course includes both national-level and international issues. The analytical frameworks are applicable to consideration of health issues and systems in developing, emerging, and developed economies. This course aims to build both students master of concepts and theories in international health, as well as practical skills through diverse classroom activities.

Prerequisite: HMG 200. Offered: Spring.

**HMG 410 - Healthcare Law and Ethics (3)**

This course provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions.

Prerequisite: HMG 200. Offered: Fall.

**HPE - Health and Physical Education****HPE 338 - Health Maintenance, Promotion, and Wellness (3)**

An examination of the concepts, attitudes, and skills that contribute to personal health and physical fitness. Physical activity involved.

Offered: Fall, Spring, and Summer.

**HUS - Human Services****HUS 201 - General Psychology (3)**

A survey of psychology as the scientific study of behavior and mental processes. The areas include learning, motivation, personality, measurement of the developmental process, social adjustment, and the biological basis of behavior.

Offered: Fall, Spring, and Summer.

**HUS 206 - Human Growth and Development (3)**

This course is review of human growth and development from birth to death. Emphasis is placed on how development is impacted by cognitive, physical, and psychosocial aspects. Students will engage in discussion of development from a person-in-environment context to assisting clients in their current state and how knowledge of the lifespan informs work with clients as a professional.

Offered: Spring.

**HUS 300 - Ethical Issues in Helping Professions (3)**

A detailed examination of selected current ethical issues in the human services field. Students are asked to seek, experience, and gain an appreciation for the importance of the role as a helping professional as both theorist and practitioner through coursework, personal influence, and modeling. This is a foundation course for all Human Services majors.

Prerequisite: HUS 201. Offered: Fall, Spring, Summer .

**HUS 302 - Group Dynamics (3)**

This course explores the concept of groups and group work through various theoretical frameworks, group types, and stages. Students will engage in the process of group facilitation, understanding of group development, and the contexts surrounding group dynamics. Emphasis is placed on the student's ability to identify the process and analysis of personal characteristics that contribute to a group and provide opportunity for group facilitation or leadership.

Prerequisite: HUS 201. Offered: Fall and Spring; Summer Even Years.

**HUS 304 - The Human Service Profession (3)**

An introduction to the human services profession, service delivery, and systems theory as well as professional development in the career field of human services. Students will develop a skill-set surrounding professional values and interview techniques with client systems. Areas of learning include the helping process, professional skill acquisition and articulation, and self-reflection.

Prerequisite: HUS 201. Offered: Fall, Spring, and Summer.

### **HUS 311 - Diversity and Multicultural Foundations in Human Services (3)**

This course lays the foundation of multicultural understanding, exploring the areas of gender, race, ethnicity, social class, and other areas of inequality that human services professionals may encounter. Students will be challenged to develop a deeper understanding of self, biases, and personal values that may be a challenge in their work with diverse individuals as well as resources for overcoming challenges. At its core, the course aims to encourage students to think about human beings as cultural beings and to strive to understand them in their cultural context, including the systems of oppression that promote marginalization in an attempt to serve all clients and advocate for equality of services.

Prerequisite: HUS 201. Offered: Spring.

### **HUS 320 - Introduction to Clinical Practice (3)**

An introduction to the practice, procedures, and techniques involved in the counseling setting. Students will view and critique skills as well as concepts of the counseling profession including the counseling relationship, theories, cultural and ethical considerations, and clinical interventions.

Prerequisite: HUS 201. Offered: Fall.

### **HUS 374 - Psychology of Religion (3)**

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Focus is on what may be learned about and from religion and spirituality as examined from a psychological perspective. Topics include psychological explanations of religion, religious development over the lifespan, conversion, intrinsic and extrinsic religious orientation, gratitude and forgiveness, and religion and coping.

Prerequisite: HUS 201. Offered: Fall Odd Years; Summer Even Years.

### **HUS 399 - Community Resource Development (3)**

This course explores the concept of community and facets in which a community impacts both clients and professionals. Through analysis of what comprises community, assessment of community-based resources, and the dynamics which enable a community to exist, students will gain an understanding of their role as a community worker. Furthermore, students will analyze his or her own community in reference to social responsibility and resource development.

Prerequisite: HUS 201. Offered: Fall Even Years; Summer Odd Years.

### **HUS 402 - Introduction to Counseling (3)**

The study of basic theories and functions of counseling. Practical emphasis will be upon development of the personal counseling philosophy and its application. The course provides a foundation for becoming acquainted with the history of the profession, theories of counseling, ethical and legal issues, multicultural factors, and specialty areas in counseling practice.

Prerequisite: HUS 201. Offered: Spring.

### **HUS 404 - Case Management and Assessment (3)**

This course provides an in-depth look at the method of case management and how human services professionals are involved in the process of assessment, planning, implementation, and evaluation. Students will explore the factors involved in case management such as legislation, funding, client systems, and delivery methods from a macro and micro level. Through the review of case examples, reflection on practitioner skills, and utilization of human services values, students will develop case management skills and practice the art of effective case management in today's social service field.

Prerequisite: HUS 201 and HUS 304. Offered: Spring.

### **HUS 406 - Psychology of Personality (3)**

This course is a survey of the major theories of personality, which also contains an emphasis upon experimental studies and research procedures in the study of personality.

Prerequisite: HUS 201. Offered: Spring.

### **HUS 411 - Applied Psychopathology (3)**

This course provides a survey and analysis of the major psychological disorders, as well as theoretical, clinical, and experimental perspectives on the study of psychopathology. This course also examines the influence of multicultural factors on the understanding of psychological disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. In addition, students should be able to apply treatment planning options for pathological disorders in case vignettes.

Prerequisite: HUS 201 with a grade of "C" or better.  
Offered: Fall.

**HUS 412 - Psychology of Aging (3)**

An introduction to the psychological, social, and biological aspects of aging. Coursework will include the study and discussion of the approaches to and research of diverse passages of adulthood. Throughout the course the processes of adulthood and psychological challenges thereof, including work and retirement, physical and personality variability, stress and resilience, death and bereavement will be developed.

Prerequisite: HUS 201. Offered: Fall.

**HUS 413 - Understanding Nonprofit Organizations (3)**

This course examines the concepts of nonprofit work as it relates to the administration and operation of such organizations and the community in which nonprofits serve. Course discussions and readings will involve connection of organizational mission and day-to-day operation, service to the community, how nonprofits differ from for-profits, and nonprofit organizational structure. Further, students will examine the various roles in a nonprofit and his or her contributions to the successful of nonprofit work.

Prerequisite: HUS 201. Offered: Fall .

**HUS 416 - Leadership in the Helping Profession (3)**

This course examines the concepts of nonprofit work as it relates to the administration and operation of such organizations and the community in which nonprofits serve. Course discussions and readings will involve connection of organizational mission and day-to-day operation, service to the community, how nonprofits differ from for-profits, and nonprofit organizational structure. Further, students will examine the various roles in a nonprofit and his or her contributions to the successful of nonprofit work.

Prerequisite: HUS 201. Offered: Spring.

**HUS 426 - Crisis, Trauma, and Intervention Strategy (3)**

This course will provide a survey of the types of crisis and crisis theory, the effects of crisis on individuals, family, and community as well as the historical and theoretical perspectives on trauma. Students will explore intervention methods and considerations needed to provide assistance to clients and client systems. Furthermore, students will evaluate use of professional skills such as verbal and nonverbal communication, confrontation, documentation, and negotiation in the process of intervention strategy.

Prerequisite: HUS 201. Offered: Fall.

**HUS 440 - Family Dynamics (3)**

This course examines the understanding of work within a family system, family communication, and family dynamics. Students will explore theory and treatment for working with a family in order to best apply knowledge a person-in-environment approach.

Prerequisite: HUS 201 and HUS 206. Offered: Spring, Even Years; Summer, Odd Years.

**HUS 448 - Substance Use and Abuse (3)**

This course provides a framework for students to explore the psychological and psychosocial aspects of various substance-related disorders, along with current information specific to current addictive criteria, and the methods, models, and procedures in assessment and treatment. Students will be able to identify the impact of substance abuse on the individual, family, and community as well as use of personal strengths/skillssets in working with the population. An emphasis is placed on critical analysis, dialogue, and appropriate use of technique.

Prerequisite: HUS 201. Cross-Listed as: CJC 448. Offered: Summer, Even Years; Spring, Odd Years.

**HUS 495 - Human Services Internship in Non-Clinical Settings (3)**

The Human Services Internship is designed for students enrolled full-time in the Human Services program who wish to gain human services specific professional experience. Criminal background checks and/or drug checks may be required.

Prerequisite: HUS 201. Offered: Fall, Spring, and Summer.

**HUS 497 - Internship I (3)**

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

Prerequisite: Completion of 90 hours and completion of HUS 320. Any exceptions must be approved by the Program Coordinator.. Offered: Fall, Spring, and Summer.

**HUS 498 - Internship II (3)**

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

Prerequisite: Completion of 90 hours and completion of HUS 320. Any exceptions must be approved by the Program Coordinator.. Offered: Fall, Spring, and Summer.



### **HUS 499 - Applications in the Human Service Profession (3)**

As a capstone experience, this course is meant to integrate concepts, methods, and theories learned throughout the Human Services major into a meaningful culminating experience with a focus on leadership in the human services field. In order to assess the current state of human services professionals, current readings will be drawn from major journals in the profession, legislation, and related work. Student will develop a working portfolio throughout course assignments.

Prerequisite: HUS 201. Offered: Fall and Spring.

## **LIB - Library Science**

### **LIB 301 - Information Literacy (1)**

This course is designed to develop students' information literacy. Students will learn to locate and evaluate resources, becoming effective and ethical stewards of information. Students are required to take this course in their first or second semester.

Offered: Fall, Spring, and Summer.

### **LIB 302 - Information Literacy in Business (1)**

This course is designed to develop students' information literacy within the field of Business. Students will learn to locate, evaluate, and apply research to Business related topics; becoming effective and ethical stewards of information. Students are required to take a course in their first or second semester.

Offered: Fall, Spring.

### **LIB 303 - Information Literacy in Education (1)**

This course is designed to develop students' information literacy within the field of Education. Students will learn to locate, evaluate, and apply research to Education related topics; becoming effective and ethical stewards of information. Students are required to take a course in their first or second semester.

Offered: Fall, Spring.

### **LIB 304 - Information Literacy in Nursing (1)**

This course is designed to develop students' information literacy within the field of Nursing. Students will learn to locate, evaluate, and apply research to Nursing related topics; becoming effective and ethical stewards of information. Students are required to take a course in their first or second semester.

Offered: Fall, Spring, and Summer.

### **LIB 305 - Information Literacy for Service Professions (1)**

This course is designed to develop students' information literacy within the fields of Christian Ministry, Criminal Justice, and Human Services. Students will learn to locate, evaluate, and apply research to topics within the field of study; becoming effective and ethical stewards of information. Students are required to take a course in their first or second semester.

Offered: Fall, Spring.

## **MED - Mathematics Education**

### **MED 330 - Math Methods in 21st Century Schools (3)**

Methods of teaching mathematics in elementary and middle school classrooms are explored. Emphasis will be placed on the planning, teaching, and assessing of mathematics in authentic settings. Teacher candidates will work with small groups in a public school setting. This course requires a 12 hour clinical experience.

Prerequisite: MTH 204 and EDU 250 with a grade of "C" or better. Offered: Fall and Spring.

## **MGT - Management**

### **MGT 316 - Principles of Management (3)**

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

Offered: Fall, Spring, and Summer.

### **MGT 330 - Industrial Supervision and Labor Relations (3)**

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, human relations, and labor relations/collective bargaining.

Prerequisite: MGT 316. Offered: Spring.

### **MGT 400 - Human Resource Management (3)**

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations.

Prerequisite: All business majors must complete MGT 316. Offered: Fall, Spring, and Summer.

### **MGT 403 - Human Behavior in Organizations (3)**

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed.

Prerequisite: All business majors must complete MGT 316.  
Offered: Fall, Spring, and Summer.

### **MGT 410 - Entrepreneurship (3)**

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

Prerequisite: MGT 316. Offered: Fall, Spring, and Summer.

### **MGT 416 - Operations Management (3)**

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing companies, material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling.

Prerequisite: BAD 305 and MGT 316. Offered: Fall, Spring, and Summer.

### **MGT 422 - Marketing Management (3)**

Topics covered include marketing research, public relations, and marketing channels.

Prerequisite: MGT 316 and MKT 300. Offered: As Needed.

### **MGT 450 - Leadership (3)**

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

Prerequisite: MGT 316. Offered: Fall, Spring, and Summer.

### **MGT 475 - Topics in Management (3)**

A specialized study of various managerial developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once.

Prerequisite: MGT 316. Offered: Fall, Spring, and Summer  
As Needed.

## **MKT - Marketing**

### **MKT 300 - Principles of Marketing (3)**

A comprehensive analysis of the marketing system and the marketing process.

Offered: Fall, Spring, and Summer.

### **MKT 302 - Consumer Behavior (3)**

Concepts, methods, and models used in understanding, explaining, and predicting consumer motivation and behavior. This study includes the factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors.

Prerequisite: MKT 300. Offered: Fall, Even Years.

### **MKT 304 - Advertising and Promotion (3)**

Detailed and systematic review of marketing communications and use of mass media to include promotional activities, policy formulation, agency selection, control systems, and a survey of the American advertising system.

Prerequisite: MKT 300. Offered: Spring, Odd Years.

### **MKT 310 - Sport Marketing and Promotion (3)**

A study of basic marketing science as it applies to all realms of the sport industry. Special emphasis is placed on the principles, policies, and strategies utilized to market the unique product of sport. Attention is focused on the importance of public attitudes, opinions, and demographics as well as the design and construction of a marketing plan the promotional proposals.

Offered: Fall and Spring.

### **MKT 404 - Sales Management (3)**

Direct and personal selling, salesmanship, and sales force management. The study includes sales persuasion skills, theories, and simulation selling techniques.

Prerequisite: MKT 300. Offered: As Needed.

### **MKT 410 - Marketing Research (3)**

Methods for collecting and analyzing data to solve marketing problems. Topics include research design, primary and secondary data collection, sample design, data analysis, and marketing management applications. Qualitative, survey, and experimental research techniques are covered.

Prerequisite: BAD 304 or equivalent, MKT 300, or permission of instructor. Offered: Fall.

### **MKT 420 - Marketing Management (3)**

Capstone course in marketing that addresses marketing research, forecasting, and strategic decision-making.

Prerequisite: MKT 300, three 400-level marketing courses, and MGT 316. Offered: Spring.

### **MKT 466 - International Marketing (3)**

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis directed toward problem resolution.

Prerequisite: MKT 300. Offered: Fall.

### **MKT 475 - Topics in Marketing (3)**

A specialized study of various marketing topics. Topics will vary from semester to semester. Students may take the course more than once.

Prerequisite: MKT 300. Offered: As Needed.

## **MTH - Mathematics**

### **MTH 100 - Basic Mathematical Skills (3)**

This course provides remedial instruction in arithmetic and algebra skills necessary to study introductory college-level mathematics courses. The course does not fulfill the General Education Requirement for Mathematics. Credit for this course may not be attained after receiving credit for any higher-numbered mathematics course.

Offered: Fall, Spring, and Summer.

### **MTH 105 - Fundamentals of Statistics and Probability (3)**

An introduction to statistical analysis and principles of probability. The purpose of this course is to prepare the student to converse in the statistical language of business and the social sciences. Additionally, the course is designed to give the quantitative, computational, and problem-solving skills necessary for those areas, but applicable in a wide range of life experiences. A working knowledge of advanced high school algebra or intermediate college algebra is expected.

Offered: Fall, Spring, and Summer.

### **MTH 204 - Mathematics for Elementary Teachers (3)**

A study of the number systems together with their operations and properties, ratio and proportional relationships, and introductory number theory. The course develops techniques of problem solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas.

Prerequisite: The Quantitative Dimension of the General Education Requirements must be completed.. Offered: Fall.

### **MTH 205 - Mathematics for Elementary Teachers II (3)**

A study of the connections of elementary school mathematics to algebra, the geometry of two and three dimensions, measurement, probability, and statistics. The course develops techniques of problem-solving, logical reasoning, and communication by emphasizing both a conceptual and active approach to mathematical ideas.

Prerequisite: MTH 204. Offered: Spring.

## **MUS - Music**

### **MUS 320 - Survey of Music (3)**

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

Offered: Fall, Spring, and Summer.

## **NUR - Nursing**

### **NUR 239 - Nursing Assessment (2)**

This course focuses on the skills needed to perform a physical and psychosocial assessment of a client. Emphasis is on the collection of subjective and objective client data utilizing therapeutic communication techniques and documentation. The use of culturally-competent care and evidence-based practice are integrated throughout the course. Class Hours: 2; Clinical Hours: 0; Credit Hours: 2.

Corequisite: NUR 240, NUR 261, NUR 262, NUR 263, NUR 307, NUR 339, NUR 340. Offered: Spring.

### **NUR 240 - Nursing Assessment Lab (1)**

This course provides the student with the opportunity to apply health assessment skills in a laboratory setting. Students practice and demonstrate communication and health assessment skills that are necessary for the development of an individualized plan of care. Class Hours: 3; Clinical Hours: 0; Credit Hours: 1.

Corequisite: NUR 239, NUR 261, NUR 262, NUR 263, NUR 307, NUR 339, NUR 340. Offered: Spring.

### **NUR 261 - Introduction to Nursing (4)**

This course provides a foundation for the practice of nursing and introduces basic nursing concepts related to client-centered care. Emphasis is on establishing nursing knowledge, caring, competence, and communication for the professional nurse, while integrating concepts from the sciences and liberal arts. A major concentration of the course includes application of the nursing process to provide care for clients within a cultural, legal, and ethical framework. Class Hours: 4; Clinical Hours: 0; Credit Hours: 4.

Corequisite: NUR 239, NUR 240, NUR 262, NUR 263, NUR 307, NUR 339, NUR 340. Offered: Spring.

**NUR 262 - Introduction to Nursing Lab (1)**

This course focuses on evidence-based practice beginning level clinical nursing skills used in providing client-centered care for clients. Clinical nursing skills are performed in a laboratory setting utilizing didactic instruction and simulation. Fundamental nursing concepts, such as cultural competence, quality improvement, and use of technology are incorporated into performance of clinical nursing skills. Class Hours: 3; Clinical Hours: 0; Credit Hours: 1.

Corequisite: NUR 239, NUR 240, NUR 261, NUR 263, NUR 307, NUR 339, NUR 340. Offered: Spring.

**NUR 263 - Introduction to Nursing Practicum (1)**

This course provides the student with the opportunity to apply fundamental concepts and evidence-based clinical nursing skills in the health care setting. Fundamental concepts applied during the clinical experience include safety, nutrition, pharmacology, evidence-based practice, informatics, client-centered care, and interdisciplinary teamwork. Class Hours: 0; Clinical Hours: 45; Credit Hours: 1.

Corequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 307, NUR 339, NUR 340. Offered: Spring.

**NUR 300 - Concepts in Professional Nursing (2)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. Class Hours: 2; Clinical Hours: 0; Credit Hours: 2.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 307, NUR 339, NUR 340. Corequisite: NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Offered: Summer.

**NUR 301 - Research in Nursing (3)**

This course introduces the student to nursing research and the role of nursing research in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings, and incorporating research into evidence-based practice. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: None.. Corequisite: None. Offered: Spring, Summer - 8 week rotation..

**NUR 303 - Trends in Healthcare (3)**

In this course, students will analyze the effects of current social, political, and economic trends on health care delivery systems, nursing, and the consumer. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: None.. Corequisite: None.. Offered: Fall, Summer - 8 week rotation..

**NUR 304 - Communication Skills in Nursing (3)**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. This course satisfies the Online Program General Education requirements for oral/visual communication and for computer literacy. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: None.. Corequisite: None.. Designations: IL\*. Offered: Fall and Spring - 8 week rotation..

**NUR 307 - Communication Skills in Nursing (3)**

This introductory course is designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using technology as a method of communication is included. Emphasis is placed on the importance of effective communication and documentation, and the role of technology in healthcare. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Corequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 339, NUR 340. Designations: IL\*. Offered: Spring.

**NUR 308 - Concepts in Professional Nursing (3)**

This course introduces concepts related to transitioning to the role of the professional nurse. Areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: None.. Corequisite: None.. Offered: Fall, Spring - 8 week rotation..

**NUR 312 - Advanced Health Assessment (2)**

In this course, the nurse will expound upon previous health assessment knowledge and skills. Students complete a health assessment on healthy individuals across the adult life span utilizing the nursing process, adult growth and development theories, and the role of the Registered Nurse. The student demonstrates advanced skills utilizing a culturally-competent, client-centered approach. Class Hours: 2; Clinical Hours: 0; Credit Hours: 2.

Prerequisite: None.. Corequisite: None.. Offered: Fall, Spring - 8 week rotation..

### **NUR 339 - Pharmacology in Nursing Practice (2)**

This introductory course utilizes basic mathematics as a foundation for medication dosage calculations. Basic and advanced medication calculations, including intravenous and weight-based dosage calculations, will be discussed. Drug classifications, indications, physiological actions, contraindications, desired and adverse effects, routes, and nursing considerations will be included. Emphasis is placed on the nurse's responsibility in drug administration and assessment of the client's response to drug therapy. Class Hours: 2; Clinical Hours: 0; Credit Hours: 2.

Corequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 307, NUR 340. Offered: Spring.

### **NUR 340 - Nutrition in Nursing Practice (2)**

This course will provide a study of nutritional value in health promotion and disease management. Emphasis will be placed on the human need and utilization of nutrients to maintain optimal health status. Nutritional considerations associated with cultural diversity, socioeconomic status, and healthy lifestyles will be examined. Class Hours: 2; Clinical Hours: 0; Credit Hours: 2.

Corequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 307, NUR 339. Offered: Spring.

### **NUR 342 - Adult Health I Lab (1)**

This course provides the opportunity to apply theory-based practice in a simulation laboratory setting. Scenarios are utilized to encourage the student's critical-thinking skills, interpretation of laboratory data, pharmacology, pathophysiology, use of informatics, and demonstration of clinical skills. Students are guided in planning, selecting, and implementing therapeutic nursing interventions to meet the physical and psychosocial needs of clients. Class Hours: 3; Clinical Hours: 0; Credit Hours: 1.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 307, NUR 339, NUR 340. Corequisite: NUR 300, NUR 343, NUR 345, NUR 441. Offered: Summer.

### **NUR 343 - Adult Health I Practicum (2)**

The course offers the student a clinical focus to care for clients experiencing physical and mental illness. Emphasis is placed on the role of the professional nurse as a member of the interdisciplinary team, the use of evidence-based practice, and application of the nursing process. Class Hours: 0; Clinical Hours: 90; Credit Hours: 2.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 307, NUR 339, NUR 340. Corequisite: NUR 300, NUR 342, NUR 344, NUR 345, NUR 441. Offered: Summer.

### **NUR 344 - Adult Health I (4)**

This course provides a study of essential concepts in nursing with a focus on health care needs of adults with issues related to homeostasis, comfort, mobility, inflammation, elimination, oxygenation, circulation, and cellular regulation. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Class Hours: 4; Clinical Hours: 0; Credit Hours: 4.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 307, NUR 339, NUR 340. Corequisite: NUR 300, NUR 342, NUR 343, NUR 345, NUR 441. Offered: Summer.

### **NUR 345 - Mental Health Nursing (3)**

This course prepares the student to apply the nursing process and psychiatric nursing concepts to promote mental health of clients, and to provide care for clients who are experiencing mental health disorders. Concepts relating to mental health and the response to mental illness are components of this course. Students will focus on client needs utilizing concepts of caring, human needs theory, evidence-based practice, and communication. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 307, NUR 339, NUR 340. Corequisite: NUR 300, NUR 342, NUR 343, NUR 344, NUR 441. Offered: Summer.

### **NUR 361 - Maternal/Child Nursing (6)**

This course introduces nursing concepts related to pregnancy, care of the newborn, and care of children through adolescence. Concepts related to human growth and development, health promotion and maintenance, cultural influences on the family, and women's health issues are integrated throughout this course. Class Hours: 6; Clinical Hours: 0; Credit Hours: 6.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Corequisite: NUR 362, NUR 363, NUR 443, NUR 444, NUR 470. Offered: Fall.

### **NUR 362 - Maternal/Child Nursing Lab (1)**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing nursing care of the childbearing family and children. Clinical skills are demonstrated through simulations and observations. Applied course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, and alterations in health. Class Hours: 3; Clinical Hours: 0; Credit Hours: 1.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Corequisite: NUR 361, NUR 363, NUR 443, NUR 444, NUR 470. Offered: Fall.

#### **NUR 363 - Maternal/Child Nursing Practicum (2)**

This course offers a clinical focus on nursing care of the childbearing family. Clinical skills are applied to the care of children and childbearing families in a variety of community and acute care settings. Course concepts include human growth and development, nutrition and pharmacology, health promotion and maintenance, evidence-based practice, patient-centered care, and alterations in health from conception to childbearing. Class Hours: 0; Clinical Hours: 90; Credit Hours: 2.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Corequisite: NUR 361, NUR 362, NUR 443, NUR 444, NUR 470. Offered: Fall.

#### **NUR 402 - Nursing Care of the Older Adult (3)**

This course introduces the dimensions of caring for the older adult with evidence-based application of knowledge. Normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult are included. The course emphasizes providing critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: None.. Corequisite: None.. Offered: Spring, Summer - 8 week rotation..

#### **NUR 403 - Leadership/Management in Nursing (4)**

This course introduces the student to a synthesis of leadership/ management theories within health care agencies and organizations. Emphasis is placed on the leading/managing behaviors of the professional nurse in clinical and management roles. Class Hours: 4; Clinical Hours: 0; Credit Hours: 4.

Prerequisite: None.. Corequisite: None.. Offered: Fall, Spring - 8 week rotation..

#### **NUR 409 - Senior Seminar (3)**

In this capstone course, emphasis is placed on analyzing contemporary issues related to the practice of the professional baccalaureate nurse. This course must be taken during the last semester of enrollment in the Davis RN-BSN Program. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: or Co-requisites: NUR 308 or NURS 500; NUR 301, NUR 303 or NURS 501; NUR 304, NUR 312, NUR 402, NUR 403, NUR 412, and NUR 415.. Offered: Fall, Spring, Summer - 8 week rotation..

#### **NUR 412 - Community and Public Health Nursing (4)**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is on illness prevention, health promotion, epidemiology, community health assessment, and health maintenance and restoration for individuals and families across the lifespan. Class Hours: 4; Clinical Hours: 0; Credit Hours: 4.

Prerequisite: None.. Corequisite: None.. Offered: Fall, Spring - 8 week rotation..

#### **NUR 415 - Community and Public Health Nursing Practicum (2)**

This course provides students with the opportunity to apply evidence-based nursing practice caring for communities and families in public health and community settings. Class Hours: 0; Clinical Hours: 90; Credit Hours: 2.

Prerequisite: Or Co-requisite: NUR 412. Offered: Fall, Spring - 8 week rotation..

#### **NUR 441 - Nursing Care of the Older Adult (3)**

This course introduces the dimensions of caring for the older adult with evidence-based application of knowledge. Normal and pathological changes of aging, commonly encountered diseases of aging, and the broad psychosocial, cultural, and public health knowledge required to provide expert nursing care to the older adult are included. The course emphasizes providing critical information needed to engage in the nursing process of assessment, diagnosis, planning, and evaluating outcomes of care. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 307, NUR 339, NUR 340. Corequisite: NUR 300, NUR 342, NUR 343, NUR 344, NUR 345. Offered: Summer.

#### **NUR 442 - Nursing Trends and Issues (3)**

This hybrid course concentrates on transition to practice issues, which include critical thinking, delegation, management of care, and prioritization for the graduate nurse. Discussion of trends in healthcare and issues affecting client care are a major emphasis. A focus on informatics and evidence-based practice is also included. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 361, NUR 362, NUR 363, NUR 441, NUR 443, NUR 444, NUR 470. Corequisite: NUR 460, NUR 461, NUR 462, NUR 463. Offered: Spring.

### **NUR 443 - Essentials of Public Health and Community Nursing (3)**

This course provides students with an introduction to public health and community nursing concepts. Emphasis is focused on illness prevention, health promotion, and health maintenance and restoration for individuals and families across the lifespan. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Corequisite: NUR 361, NUR 362, NUR 363, NUR 444, NUR 470. Offered: Fall.

### **NUR 444 - Essentials of Public Health and Community Nursing Practicum (1)**

This course provides students with the opportunity to apply public health and community nursing concepts to individuals, families, and communities through faculty and preceptor-guided clinical experiences. Application of evidence-based nursing practice is used to apply theory to nursing practice in public health and community settings. Class Hours: 0; Clinical Hours: 45; Credit Hours: 1.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Corequisite: NUR 361, NUR 362, NUR 363, NUR 443, NUR 470. Offered: Fall.

### **NUR 460 - Essentials of Nursing Management/Leadership (3)**

This course introduces the student to a synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on the leading/managing behaviors of the professional nurse as an individual and a group member in a variety of settings. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 361, NUR 362, NUR 363, NUR 441, NUR 443, NUR 444, NUR 470. Corequisite: NUR 442, NUR 461, NUR 462, NUR 463. Offered: Spring.

### **NUR 461 - Adult Health II (6)**

This course offers a focus on synthesis of concepts, research, and evidence-based practice for an adult population with complex multi-system health care needs. Course activities prepare the student to critically appraise and apply previous nursing knowledge. Emphasis is on the role of the professional nurse in health promotion and maintenance, illness management, and rehabilitation of an adult population in a variety of acute care settings. Class Hours: 6; Clinical Hours: 0; Credit Hours: 6.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 361, NUR 362, NUR 363, NUR 441, NUR 443, NUR 444, NUR 470. Corequisite: NUR 442, NUR 460, NUR 462, NUR 463. Offered: Spring.

### **NUR 462 - Adult Health II Lab (1)**

This course provides the student with the opportunity to apply theory-based practice in a simulation laboratory setting, addressing complex and multi-system health needs of adults. Clinical skills are demonstrated through simulations and observations. Applied course concepts include management of care, nutrition, pharmacology, health promotion and maintenance, and alterations in health. Specific techniques utilized during the simulation include demonstration of clinical skills, problem-solving, prioritization, delegation, and communication with an interdisciplinary team. Class Hours: 3; Clinical Hours: 0; Credit Hours: 1.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 361, NUR 362, NUR 363, NUR 441, NUR 443, NUR 444, NUR 470. Corequisite: NUR 442, NUR 460, NUR 461, NUR 463. Offered: Spring.

### **NUR 463 - Adult Health II Practicum (3)**

This course provides the opportunity for the transition from student to professional nursing role through a focused client care experience (FCCE) in a selected clinical setting that allows synthesis of knowledge, skills, and attitudes. The goal of the course is to provide intensive hands-on experience in a concentrated clinical setting with a one-on-one practicing clinical role model. This FCCE will facilitate the assumption of the role of graduate nurse in meeting the clinical leadership and management responsibilities that will be required upon successful completion of the registered nurse licensing exam. The course meets the Professional Readiness Experience graduation requirement. Class Hours: 35; Clinical Hours: 100; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 361, NUR 362, NUR 363, NUR 441, NUR 443, NUR 444, NUR 470. Corequisite: NUR 442, NUR 460, NUR 461, NUR 462. Offered: Spring.

### **NUR 470 - Research for Evidence-based Practice (3)**

This course introduces the student to nursing research and the role of nursing research in professional nursing practice. Emphasis is placed on the nursing research process, critiquing research, interpreting research findings, and incorporating research into evidence-based practice. Class Hours: 3; Clinical Hours: 0; Credit Hours: 3.

Prerequisite: NUR 239, NUR 240, NUR 261, NUR 262, NUR 263, NUR 300, NUR 307, NUR 339, NUR 340, NUR 342, NUR 343, NUR 344, NUR 345, NUR 441. Corequisite: NUR 361, NUR 362, NUR 363, NUR 443, NUR 444.  
Offered: Fall.

## ORL - Organizational Leadership

### **ORL 320 - Introduction to Organizational Leadership (3)**

This course examines the nature of leadership, the processes that underpin group decisions, and the basic features of organizational culture. It provides a basic understanding of the organizational challenges that leaders must meet in order to successfully guide the course of events in a complex group, and analyzes how leaders must prepare themselves to meet those challenges. The course furthermore familiarizes students with the basic literature and with fundamental issues that they may consider more in-depth in other courses within the minor. Through group projects, students will develop strategies for integrating and sharing their knowledge.

Offered: As Needed.

### **ORL 330 - Organizational Theory (3)**

This course provides an overview of organizations as a complex system impacted by environmental forces, plus structure and design required for effectiveness. It covers the major strands of organizational theory including organizational structure, resource dependence, strategy, symbols, institutional theory, organizational culture, socialization, leadership, and decision-making.

Offered: As Needed.

### **ORL 340 - Theory and Practice of Leadership (3)**

This course is an introduction to leadership theory and practice. Students will develop an understanding of the behaviors and characteristics of leaders through examination of current leadership models. Common leadership issues and dilemmas will be examined through case studies of real world situations.

Offered: As Needed.

### **ORL 400 - Leadership Development (3)**

This course will enable students to prepare themselves to become leaders of organizations and to embark on paths of personal leadership development. It requires personal curiosity and reflection from students as well as personal openness and sharing in class discussions, leadership development groups, and one-on-one sessions with the instructor. Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

Prerequisite: ORL 340. Offered: As Needed.

### **ORL 420 - Organizational Behavior (3)**

This course deals with human behavior in organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to course topics which include: motivation, learning and development, group dynamics, leadership, communication, power and influence, change, diversity, organizational design, and culture. Class sessions and assignments are intended to help participants acquire skills and analytic concepts to improve organizational relationships and effectiveness.

Offered: As Needed.

### **ORL 430 - Organizational Communication (3)**

Organizational Communication is an examination and analysis of communication theories within the framework of an organization. Students will learn to diagnose communication problems and effect change in communication behaviors. Students will also learn the major theories of organizational communication, identifying and defining primary concepts. The roles of leaders, followers, and teams and their influence on the culture and performance of an organization are addressed through the analysis of key organizational behavior concepts and related cases.

Offered: As Needed.

### **ORL 450 - Organizational Innovation and Change Management (3)**

This course examines the role of innovation in the management of organizations. It explores, in more detail, the role of creativity as well as the nature and processes of organizational change. It focuses on technological, administrative, and process innovation as well as on contemporary techniques and procedures used to understand, initiate, plan, and implement change.

Offered: As Needed.

### **ORL 460 - Introduction to Human Resource Management (3)**

This course provides a broad exposure to the policies, functions (such as recruitment, selection, compensation, evaluation, and development), and current issues involved in managing an organization's employees. The strategic role of HRM will be emphasized.

Offered: As Needed.



### **ORL 470 - Ethical Leadership (3)**

This course introduces students to the fundamental principles of leadership, ethics, and critical thinking that should establish the foundation of their subsequent academic and personal development. Students will gain an understanding of themselves and how they might collaborate and interact with, and lead others, as well as gain experience in making arguments and presenting their positions verbally and in writing. Students will be able to articulate the symbiotic relationship between leadership, personal ethical reasoning, and critical thinking.

Offered: As Needed.

### **ORL 480 - Digital Culture and Society (3)**

This course provides a unique opportunity to explore the many forms of digital culture and their profound effects on society from a number of different angles. It aims to develop participants' skills in forming their own assessments of digital technologies and their impact on society, cultures, and organizations.

Offered: As Needed.

### **ORL 490 - Principles of Disciplined Inquiry (3)**

This course deals both with methods used in research and with the underlying theories, assumptions, and limitations. Students will do various inquiry activities, including sampling, observation, and other data-collection activities, as well as critical analysis of literature relevant to an important problem. These inquiry activities and study provide a foundation for further study of epistemological issues on which research and theory are based.

Offered: As Needed.

## **PED - Physical Education**

### **PED 300 - Healthful Living for Elementary Educators (3)**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students. A field experience is required.

Prerequisite: EDU 250. Offered: Summer.

### **PED 311 - Healthful Living for the Elementary Educator Seminar (1)**

The integrated study of health, safety, and physical education in the elementary curriculum. The focus is on knowledge and application of healthful living concepts through the development of healthy lifestyle attitudes and behaviors which address the individual needs of students.

Prerequisite: EDU 250 with a "C" or better. Offered: Fall, Spring, and Summer.

## **PHI - Philosophy**

### **PHI 200 - Introduction to Philosophy (3)**

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

Offered: Fall.

### **PHI 201 - Introduction to Logic (3)**

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

Offered: As Needed.

### **PHI 337 - Philosophy of Religion (3)**

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

Prerequisite: PHI 200 or permission of instructor. Offered: As Needed.

### **PHI 380 - Selected Topics in Philosophy (3)**

A specialized study of an advanced topic in philosophy.

Prerequisite: PHI 200 or permission of instructor. Offered: As Needed.

## **PSC - Political Science**

### **PSC 302 - American Government (3)**

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system.

Offered: Fall, Spring, and Summer.

### **PSC 314 - Judicial Process (3)**

A study of judicial processes in the United States including pertinent court decisions and a general review of the administration of justice in our society.

Offered: As Needed.

### **PSC 315 - Civil Liberties (3)**

A study of basic freedoms such as speech, press, and religion as well as emphasis on the significance of equal protection of the law. Emphasis will be given to both court cases and the development of concepts such as freedom of expression.

Offered: As Needed.

**PSC 495 - Independent Study (3)**

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper.

Prerequisite: Approval of the instructor offering the study, the student's major department, and concurrence of the dean/chair. Offered: As Needed.

**PSY - Psychology****PSY 301 - Child Psychology (3)**

A study of the general principles and theories of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, cultural, and social development.

Offered: Fall, Spring, and Summer.

**PSY 303 - Educational Psychology (3)**

An analysis of the basic principles of learning theory as well as physical, social, and moral development as they are applied to classroom learning with emphasis upon the application of theory to practical educational situations. Basics of standardized measurement, behavior management as applied to the classroom, and the influence of sociocultural forces in society on education are discussed. Educational exceptionalities and laws related to them are also examined.

Offered: Summer.

**REL - Religious Studies****REL 201 - Introduction to Religious and Theological Studies (2)**

An introduction to key facets of Religious and Theological Studies, including writing and research development in the field, curricular choices, and professional possibilities and issues related to the field.

Offered: Spring.

**REL 245 - Religion and Culture in a Global Perspective (3)**

The course will explore the relationship between selected cultures of the world and the religious ideas and concepts which inform them. It will examine the impact of religion on culture, as well as the role which culture has played in shaping religious traditions.

Offered: As Needed.

**REL 271 - Spiritual Formation (3)**

An exploration of personal and spiritual development through self-reflection, self-awareness, and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics.

Offered: Spring.

**REL 300 - Old Testament Survey (3)**

An introduction and survey of the Old Testament focusing upon the history, literature, and faith of the people of Israel.

Offered: Fall, Spring, and Summer.

**REL 301 - New Testament Survey (3)**

An introduction and survey of the New Testament focusing upon the history, literature, and faith that gave rise to Christianity.

Offered: Fall, Spring, and Summer.

**REL 302 - The Sacred Writings (3)**

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel.

Prerequisite: REL 300. Offered: As Needed.

**REL 303 - Old Testament Prophets (3)**

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message.

Prerequisite: REL 300. Offered: Spring, Even Years.

**REL 306 - Old Testament Theology (3)**

An exploration of Old Testament theological themes.

Prerequisite: REL 300. Offered: Spring, Odd Years.

**REL 307 - Studies in the Pentateuch (3)**

A critical evaluation of the nature, background, structure, and message of the Pentateuch.

Prerequisite: REL 300. Offered: As Needed.

**REL 311 - Synoptic Gospels (3)**

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels.

Prerequisite: REL 301. Offered: Spring, Even Years.

**REL 312 - Life and Letters of Paul (3)**

A study of Paul's life and thought as presented in his Epistles.

Prerequisite: REL 301. Offered: As Needed.

**REL 314 - New Testament Theology (3)**

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church.

Prerequisite: REL 301. Offered: As Needed.

**REL 316 - The Writings of John (3)**

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation.

Prerequisite: REL 301. Offered: As Needed.

**REL 317 - The General Epistles and Hebrews (3)**

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews.

Prerequisite: REL 301. Offered: As Needed.

**REL 321 - Introduction to Christian History (3)**

A study of the history of the Christian church from the first century to the present day.

Offered: Summer.

**REL 322 - Early and Medieval Christianity (3)**

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages.

Offered: As Needed.

**REL 323 - Modern Christianity (3)**

Beginning with the Reformation, this course is descriptive of church history to the present.

Offered: As Needed.

**REL 324 - American Christianity (3)**

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations.

Offered: As Needed.

**REL 325 - Baptist Heritage (3)**

A study of the Baptists' story as well as those convictions and movements which have shaped their life.

Offered: As Needed.

**REL 326 - Introduction to Missiology (3)**

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions and evangelism, and key issues in missions discussion.

Offered: Summer, Odd Years.

**REL 328 - Global Christianity (3)**

A study of the various expressions of Christianity in the 21st century.

Offered: As Needed.

**REL 333 - Christian Theology (3)**

An introduction to the history, methods, and principal topics of Christian theology.

Prerequisite: REL 300 and REL 301. Offered: Summer.

**REL 341 - Christian Ethics (3)**

A systematic study of the nature of morality, a defense of "Christian" ethics, and an exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions.

Offered: As Needed.

**REL 342 - Christian Perspectives Toward Violence (3)**

This course will explore current and historical attitudes of Christians toward violence, including biblical and theological bases for a specifically Christian response to violence.

Offered: As Needed.

**REL 343 - Growth and Revival in the Christian Church (3)**

A survey of the major global movements of church growth from the New Testament period to the present day.

Offered: Fall, Even Years.

**REL 346 - World Religions (3)**

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan.

Offered: As Needed.

**REL 347 - Religions of India (3)**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in India. The course will focus on important events, movements, and figures that helped shape contemporary Hinduism and Buddhism. Jainism and Sikhism will be addressed in the course. Students will be challenged to explore Christian approaches to these religions.

Offered: As Needed.

**REL 348 - Religions of China and Japan (3)**

This course will introduce the students to the historical, theological, and practical developments of religions that emerged in China and Japan. The course will focus on important events, movements, and figures that helped shape contemporary religious traditions in China and Japan. Chinese Traditional Religion, Taoism, Confucianism, Shinto, and Buddhism will all be addressed in this course. Students will be challenged to explore Christian approaches to these religions.

Offered: As Needed.

**REL 349 - Introduction to Judaism (3)**

This course will introduce the historical, theological, and practical developments in Judaism. The course will focus on important events, movements, and figures that helped shape contemporary Judaism. Students will also be challenged to explore Christian approaches to Judaism.

Offered: As Needed.

**REL 350 - Introduction to Islam (3)**

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.

Offered: As Needed.

**REL 351 - Biblical Backgrounds (3)**

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular course.

Prerequisite: REL 300 and REL 301. Offered: Summer, Even Years.

**REL 352 - Biblical Interpretation (3)**

The purpose of this course is to engage students in a study of the theory and practice of biblical interpretation throughout Christian history and in contemporary Christianity. Students will consider traditional approaches to the study of scripture, challenges to those approaches and alternative proposals offered since the Enlightenment, and contemporary ways of interpreting scripture. Students will also study issues relating to the inspiration and authority of scripture and to the contemporary use of scripture in theology, ethics, and broader Christian living. A central aspect of the course will be student's own engagement with the Bible in actual exegetical practice.

Prerequisite: REL 300 and REL 301. Offered: Spring, Odd Years.

**REL 354 - Oral Communication in a Christian Context (3)**

Guided readings and practice in the preparation and delivery of effective sermons.

Offered: As Needed.

**REL 358 - Practicum (3)**

An introduction to the many facets of ministry. The course combines reading, discussion, lectures, and reflection with guided experience in a church or other ministry setting.

Prerequisite: Approval of the instructor. Offered: Spring.

**REL 370 - History and Philosophy of Religious Education (3)**

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education.

Offered: As Needed.

**REL 373 - Church Leadership (3)**

An inquiry into the practice of leadership in Christian churches. The course will examine the philosophy of Christian leadership, models of leadership in communities of faith, the relationship of personal leadership styles and congregational climates, change and conflict management, and common church leadership tasks and traps.

Offered: Fall, Odd Years.

**REL 374 - Preschool and Children Discipleship (3)**

A study of principles and strategies of effective Christian discipleship processes with preschoolers and children, including the study of historical, current, and emerging models. As a part of the course, students will observe preschoolers and children and will practically apply principles for the course in real discipleship settings.

Offered: As Needed.

**REL 375 - Youth Discipleship (3)**

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, and methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry.

Offered: As Needed.

**REL 376 - Advanced Youth Discipleship (3)**

This course advances and further develops youth discipleship studies offered in REL 375 Youth Discipleship, integrating both academic and practical forms of discipleship. The course investigates tools necessary to disciple youth and includes opportunities for engaging students in their cultural settings, evaluating different denominational approaches to youth discipleship, publishing in a professional journal, and analyzing and studying resources in discipling youth.

Prerequisite: REL 375. Offered: As Needed.

**REL 377 - Adult Discipleship (3)**

A study of principles and strategies of effective Christian discipleship with adults, including the study of the historical, current, and emerging models. As a part of the course, students will observe and participate in practical application of the course content.

Offered: Fall, Even Years.

### **REL 378 - Contemporary Religious Movements (3)**

This course will introduce students to the emergent religious movements that have made their mark on the United States and Europe since 1800. The historical foundations and religious beliefs of selected groups will be addressed. The course will also discuss the impact that such movements have had in the United States and Europe.

Offered: Summer, Odd Years.

### **REL 380 - Selected Topics in Religious Studies (3)**

A specialized study of an advanced topic in religious studies.

Offered: As Needed.

### **REL 387 - Issues in Science and Religion (3)**

An interdisciplinary examination of issues which arise at the interface between science and religion. A discussion of the nature of science and religion, ways of relating the two, and historical background will be followed by an exploration of specific topics of contemporary interest.

Offered: As Needed.

### **REL 397 - Internship (3)**

A minimum of ten weeks spent in a full-time supervised ministry setting.

Prerequisite: Approval of the instructor. Offered: Summer.

### **REL 490 - Senior Seminar (3)**

Through directed readings, discussions, and research, the course provides an integrative exploration of concepts or issues from various disciplines within the Department. This course should be taken in one of the student's final two semesters.

Prerequisite: PHI 200, REL 201, REL 300, REL 301, REL 321 and REL 333. Offered: Fall.

## **SCI - Science**

### **SCI 302 - Physical Science (3)**

Introduction of structure and behavior of matter. Survey of geology, meteorology, and astronomy, with emphasis on underlying physical and/or chemical principles, and practical applications of these principles.

Offered: Fall, Spring, and Summer.

### **SCI 303 - Human Biology (3)**

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems.

Offered: Fall, Spring, and Summer.

### **SCI 322 - Environment (3)**

Survey of principles of ecology with emphasis on human impact on the environment. Literature of ecological movement in the U.S. since 1960. Weekend field trips may be required.

Offered: Fall, Spring, and Summer.

## **SED - Science Education**

### **SED 330 - Science Methods in 21st Century Schools (3)**

Methods of teaching science (K-8) are explored, including the planning, teaching, and evaluating of science in elementary and middle school classrooms. Using the inquiry approach, students will relate content knowledge and understanding of the scientific processes as they relate to real-world application. This course has a required 12 hour clinical experience.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

## **SOC - Sociology**

### **SOC 310 - Social Psychology (3)**

A study of the interaction between the individual and the group, and the influence of each on the other. Varies by location.

Offered: As Needed.

### **SOC 313 - Sociology of Deviant Behavior (3)**

An introduction to the sociological study and critical analysis of theories of deviant behavior. Descriptive and explanatory approaches to kinds and amounts of deviance in contemporary American society; social change, anomie, and social disorganization theories; the process of stigmatization; and formal and informal societal responses to deviance and the deviant. Varies by location.

Offered: As Needed.

### **SOC 400 - Minority Groups (3)**

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. In addition to studying minority relations in the United States, attention will be given to minority relations in South Africa, the Far East, Eastern Europe, Latin America, and other parts of the world.

Offered: As Needed.

### **SOC 402 - Social Problems (3)**

An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention.

Offered: As Needed.

**SOC 411 - Criminology (3)**

An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control.

Offered: As Needed.

**SOC 415 - Juvenile Delinquency (3)**

This course is designed to give the student a broad understanding of the topic of juvenile delinquency in the contemporary society. This course integrates discussion of the theory and history of juvenile delinquency with the system's response to it and includes the administration of justice in the Juvenile Justice System.

Offered: As Needed.

**SOC 430 - Special Topics: Sociology (3)**

A specialized study of various sociological developments. Topics will vary from semester to semester.

Offered: As Needed.

**SPN - Spanish****SPN 300 - Aspects of Hispanic Culture and Language (3)**

An introduction to selected aspects of Hispanic culture, including the rudiments of the Spanish language. No prior knowledge of Spanish is required.

Offered: Fall, Spring, and Summer.

**SSC - Social Science****SSC 305 - Global Understanding (3)**

An introduction to the major economic, social, political, diplomatic, and environmental trends in the world since 1945. Geography is emphasized in the course.

Offered: Fall, Spring, and Summer.

**SSC 395 - Campus New York (1)**

New York visit enables students to learn, through direct contact with the NYSE, United Nations, Federal Reserve, the Broadway theaters, museums, the Statue of Liberty, and Ellis Island. The week-long visit also provides opportunities for investigating career possibilities. Reflection paper and travel required.

Offered: Spring semester, during Spring Break.

**SST - Social Studies Education****SST 307 - Social Studies Methods in 21st Century Schools (K-8) (3)**

A study of the content, resources, and strategies in social studies education (K-8). This course includes examination of methods for planning, teaching, and evaluating history, geography, civics, and other social studies. An iPad is required for this course.

Prerequisite: EDU 250 with grade of "C" or better. Offered: Fall and Spring.

**WMG - Wealth and Trust Management****WMG 425 - Tax Planning (3)**

This course examines income tax provisions and compliance emphasizing the multidisciplinary aspects of taxation, covering the topics including tax law, tax fundamentals, taxation of business, trusts and estates, alternative minimum tax, passive activity and at-risk rules, taxation for property transactions, as well as tax deduction and management.

Prerequisite: ACC 214. Offered: Fall.

**WMG 450 - Capstone Case in Financial Planning (3)**

This capstone course is designed to allow students to examine a variety of cases in financial planning and create comprehensive financial plans by applying knowledge obtained in major areas of financial planning, including fundamentals of financial planning, education planning, risk management and insurance, investment planning, tax planning, retirement planning, and estate planning. Students will enhance the knowledge, skills, and abilities to attain CFP(r) certification by analyzing hypothetical clients' situations.

Prerequisite: WMGT 301, WMGT 320, WMGT 325, and WMGT 330. Offered: Spring.

# Graduate Studies Course Descriptions

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## ACCT - Accounting

### ACCT 600 - Managerial Accounting (3)

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. Offered: Fall, Spring, and Summer.

### ACCT 601 - Federal Income Tax (3)

Integration of advanced theory, planning, and research of federal income tax provisions from both 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. Offered: Fall, Spring, and Summer.

### ACCT 602 - Advanced Federal Income Tax (3)

Integration of advanced theory, planning, and research of federal income tax provisions from a business entity's 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. Offered: Spring, Even Years.

### ACCT 603 - Partnership and S-Corporation Taxation (3)

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. Offered: Summer, Odd Years.

### ACCT 604 - Estate, Gifts, and Trust Planning (3)

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. Offered: Spring, Odd Years.

### ACCT 606 - Tax Research/Planning (3)

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. Offered: Summer, Even Years.

### ACCT 607 - State And Local Taxation (3)

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. Offered: Fall, Odd Years.

### ACCT 610 - Advanced Accounting Information Systems (3)

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. Offered: Fall and Spring, Even Years and Summer, Odd Years.

**ACCT 611 - Advanced Auditing (MACC Capstone Course) (3)**

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 viewpoint 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 600, ACCT 601, ACCT 612, ACCT 621, nine hours of emphasis or business electives, or permission of the Director of Graduate Business Programs. Offered: Fall, Spring, and Summer.

**ACCT 612 - Accounting Theory and Practice (3)**

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. Offered: Fall, Spring, and Summer.

**ACCT 619 - Cases in Taxation (3)**

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. Offered: Fall, Even Years.

**ACCT 620 - Cases in Financial/Managerial Accounting (3)**

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 Graduate Business Programs. Offered: Fall, Even Years.

**ACCT 621 - Government and Not-For-Profit Accounting (3)**

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. Offered: Fall, Spring, and Summer.

**ACCT 622 - Seminar in International Accounting (3)**

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.

Cross-Listed as: INTL 622. Offered: Summer.

**ACCT 625 - Topics in Accounting (3)**

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. Offered: Summer, Even Years.

**ACCT 630 - Fraud Examination (3)**

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. Offered: Spring, Even Years and Summer, Odd Years.

**ACCT 632 - Internal Auditing (3)**

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) is discussed. Fraud risk is related to internal controls, business processes, and evidence-gathering techniques.

Prerequisite: All MAcc program prerequisites. Offered: Fall, Odd Years.



**ACCT 634 - Forensic Accounting and the Legal Environment (3)**

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. Offered: Fall, Even Years.

**ACCT 636 - Forensic Accounting, Tax Investigation, and Fraud (3)**

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. Offered: Summer, Even Years.

**ACCT 638 - Ethics of Accounting Judgement and Decision-Making (3)**

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. Offered: Spring, Odd Years.

**ACCT 644 - Accounting Legal Issues and Ethics (3)**

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.

Offered: Spring, Even Years.

**ACCT 808 - Foundations for Ethical Reasoning in Accounting (4)**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues.

Offered: Spring.

**ACCT 810 - Seminar in Accounting (4)**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation.

Prerequisite: BADM 804. Offered: Fall.

**ACCT 824 - Accounting: Theory and Research (4)**

Explores the evolution and formation of accounting thought and the related standards-making processes. Students are exposed to seminal accounting research as well as more contemporary accounting research. Following a review of existing principles, discussions explore current and future issues both domestically and internationally. Specific attention is directed to the roles of financial accounting, managerial accounting, auditing, and strategic planning. Students are exposed to a comprehensive review of accounting theory and best practices related to accounting research methods.

Offered: Fall.

**ACCT 901 - Doctoral Dissertation I in Accounting (4)**

To be taken after completing all coursework (excluding the 901, 902, and 903 dissertation courses), this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Chair of their Doctoral Dissertation at least once a month. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and Fail (F) as the grading criteria.

Prerequisite: Passing score on qualifying comprehensive examinations. Offered: Fall, Spring, Summer.

**ACCT 902 - Doctoral Dissertation II in Accounting (4)**

This course is the second course and should be taken after successfully completing the 901 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: ACCT 901. Offered: Fall, Spring, Summer.

**ACCT 903 - Doctoral Dissertation III in Accounting (4)**

This course is the third course and should be taken after successfully completing the 902 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: ACCT 902. Offered: Fall, Spring, Summer.

**ACCT 904 - Doctoral Dissertation Extension in Accounting (4)**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses 901, 902, and 903, students are required to register for the 904 class every semester until all dissertation milestones have been met. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: ACCT 903. Offered: Fall, Spring, Summer.

## BADM - Business Administration

### **BADM 501 - Foundations of Accounting and Finance (3)**

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.

Offered: Fall, Spring, and Summer.

### **BADM 502 - Foundations of Marketing and Economics (3)**

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.

Offered: Fall, Spring, and Summer.

### **BADM 503 - Foundations of Management Science and Statistical Methods (3)**

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: MATH 105. Offered: Fall, Spring, and Summer.

### **BADM 605 - Health Care Administration (3)**

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.

Offered: Spring, Odd Years.

### **BADM 606 - Health Care Organization (3)**

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.

Offered: Summer, Even Years.

### **BADM 607 - Organization Power and Politics (3)**

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.

Offered: As Needed.

### **BADM 608 - Leadership: Theory and Practice (3)**

Critical examination of various leadership theories (trait, situational, organizational, power, vision) and conduct evidence-based research on those theories. Students also develop an assessment of their own leadership skills and develop those skills in class exercises.

Offered: Fall, Even Years.

### **BADM 609 - Organizational Staffing (3)**

Examination of alternative organization staffing strategies--recruitment and hiring, training and development, promotion and transfer--and 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.

Offered: Summer, Odd Years.

### **BADM 610 - Managerial Economics (3)**

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.

Offered: Fall, Spring, and Summer.

### **BADM 611 - Health Care Economics (3)**

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.

Offered: Summer, Odd Years.

**BADM 612 - Motivation and Reward Systems (3)**

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 systems. Economics and psychological theories are applied in these analyses.

Offered: Spring, Odd Years.

**BADM 613 - Labor Relations and Work Force Governance (3)**

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 workforce cooperation and productivity.

Offered: Summer, Odd Years.

**BADM 614 - Labor in the Economy and Society (3)**

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.

Offered: Fall, Odd Years.

**BADM 615 - Human Judgment and Decision-Making (3)**

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.

Offered: Spring, Even Years.

**BADM 616 - Negotiation (3)**

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.

Offered: As Needed.

**BADM 620 - Managerial Finance (3)**

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.

Offered: Fall, Spring, and Summer.

**BADM 621 - Investment and Portfolio Management (3)**

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.

Offered: Spring.

**BADM 622 - Financial Institution Management (3)**

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.

Offered: As Needed.

**BADM 625 - Marketing Management (3)**

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.

Offered: Fall, Spring, and Summer.

**BADM 626 - Health Care Marketing (3)**

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.

Offered: Fall, Even Years.

**BADM 628 - Managerial Epidemiology (3)**

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. Offered: Fall, Odd Years.

**BADM 630 - Organizational Behavior (3)**

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.

Offered: Fall, Spring, and Summer.

**BADM 631 - Applied Quantitative Methods (3)**

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.

Offered: As Needed.

**BADM 632 - Human Resource Management (3)**

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.

Offered: Fall, Odd Years.

**BADM 633 - Entrepreneurial Management (3)**

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.

Offered: Fall, Spring, and Summer.

**BADM 634 - Management Information Systems (3)**

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.

Offered: Spring, Odd Years.

**BADM 635 - Production Research and Operations Management (3)**

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.

Offered: Fall, Spring, and Summer.

**BADM 636 - Managerial Communications (3)**

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.

Offered: Summer, Even Years.

**BADM 637 - Technical Trends in Management Information Systems (3)**

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.

Offered: Fall, Odd Years.

**BADM 639 - E-Commerce and Internet Law (3)**

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.

Offered: Summer, Even Years.

**BADM 640 - Business Law and Ethics (3)**

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.

Offered: Fall, Spring, and Summer.

**BADM 641 - Health Care Law and Ethics (3)**

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.

Offered: Spring and Summer.

### **BADM 642 - Employment Law (3)**

An in-depth study of the legislative, executive, and judicial laws 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.

Offered: Summer, Even Years.

### **BADM 645 - Seminar in International Economics (3)**

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.

Offered: Spring.

### **BADM 647 - Advanced Database and System Development (3)**

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.

Offered: Spring, Even Years.

### **BADM 648 - Seminar in Economic Development (3)**

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.

Offered: Fall, Odd Years.

### **BADM 654 - Promotion Strategies (3)**

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.

Offered: Spring.

### **BADM 658 - Pricing Strategies (3)**

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.

Offered: Fall.

### **BADM 660 - Advanced Data Communications, Networking, and Business Programming (3)**

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.

Offered: Fall, Even Years.

### **BADM 662 - Entrepreneurial Marketing (3)**

Examines the skills and tools entrepreneurs need for bootstrap or guerilla marketing in their early-stage companies. Covers how to target market segments, position products, estimate demand, set prices, gain access to channels, and manage issues of rapid growth.

Offered: As Needed.

### **BADM 663 - Social Entrepreneurship (3)**

Social entrepreneurship is a process that applies innovative solutions to the world's most pressing social problems. Students will discover ways to create and sustain social value; understand how to design processes to support innovation, adaptation, and learning; and build leadership for creating change with a clear focus on the needs of those being served.

Offered: As Needed.

### **BADM 664 - Global Entrepreneurship (3)**

Starting and managing a new business is a risky, albeit potentially rewarding, undertaking. The complexity and challenges (as well as the potential payoffs) facing entrepreneurs and business managers vary across different countries and are even greater when their business ventures are international in scope. This course addresses the issues specific to international venturing including search and identification of opportunities in foreign markets, logistics of international business expansion, cross-cultural business communication, international sourcing, international deal-making, and networking.

Offered: As Needed.

**BADM 665 - Entrepreneurial Leadership and Innovation (3)**

Students will study leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.

Offered: As Needed.

**BADM 667 - Innovation Strategy (3)**

Explores how firms tap into external sources of innovation, focusing on user communities, universities, and entrepreneurial ventures. Demonstrates how open, collaborative, community-based models of innovation create successful business options.

Offered: As Needed.

**BADM 668 - Topics In Entrepreneurship (3)**

In-depth study of selected topics in entrepreneurship. Topics could include, among others, Technology Ventures, Urban Entrepreneurship and Economic Development, Valuation of New Business Ventures, Product Innovation, Managing Strategic Transformations, Managing Growing Ventures, Angel Investing, Biomedical Entrepreneurship, Software Entrepreneurship, and Corporate Entrepreneurship.

Offered: As Needed.

**BADM 690 - Strategic Management (MBA Capstone Course) (3)**

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 21 hours of required MBA courses that include ACCT 600, BADM 610, BADM 620, BADM 625, BADM 630, and BADM 635, or permission of the Director of Graduate Business Programs. Offered: Fall, Spring, and Summer.

**BADM 691 - Business Internship (3)**

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. Offered: As Needed.

**BADM 692 - Economics of Money, Banking, and Financial Markets (3)**

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.

Offered: Summer, Even Years.

**BADM 695 - Topics in Marketing (3)**

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.

Offered: As Needed.

**BADM 696 - Topics in Economics (3)**

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.

Offered: Fall, Even Years.

**BADM 697 - Topics in Finance (3)**

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, and corporate control. May be repeated for credit when content varies.

Offered: Spring, Even Years.

**BADM 698 - Topics in Management Information Systems (3)**

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.

Offered: Summer, Odd Years.

**BADM 800 - Doctorate of Business Administration Orientation (0)**

Course consists of a one-half to full day of orientation to Gardner-Webb and to the essential skills needed to pursue a doctoral degree in Business. Doctoral-level skills such as academic integrity, time management, and effective use of the Gardner-Webb Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

Offered: Fall.

**BADM 802 - Advanced Business Statistics I (4)**

Statistical techniques and methods are used to analyze, interpret, and present data, including, but not limited to, descriptive statistics, hypothesis testing, probability distributions, sampling, analysis of variance, correlation, and linear regression.

Offered: Spring.

**BADM 804 - Advanced Research Methods (4)**

This course will include an overview of the entire research process for both doctoral dissertations and future publications. Students will learn how to identify and define research questions, design theoretical models, sample and collect data, and report the findings.

Offered: Fall.

**BADM 806 - Advanced Business Statistics II (4)**

This course is a continuation of Advanced Business Statistics I and incorporates concepts related to correlation analysis, time series analysis, various regression techniques, and multivariate data analysis.

Prerequisite: BADM 802. Offered: Summer.

**BADM 808 - Dissertation Research (4)**

This course is designed to prepare the doctoral students to write a formal research proposal by examining the student's research statement, conceptual framework in the research, research methodology, data set, and research perspectives. While discussing research topics, students learn the principles and objects of doctoral research, an overview of the development of research questions and hypotheses, and the research design and data-collection techniques. Students are also introduced to the writing techniques necessary to produce analytical papers to the standards of publishable work.

Prerequisite: BADM 806 and ACCT 810; FINC 810, INTL 810, MGMT 810, or MRKT 810. Offered: Summer.

**CEDU - Counselor Education****CEDU 601 - Counseling Theories and Techniques I (3)**

An introduction to the counseling process through the lens of humanistic, existential, gestalt, and cognitive-behavioral approaches. Analysis of the philosophical, practical, and culturally-responsive aspects of each counseling theory are explored along with the specific skills and techniques employed. Special emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, will begin to formulate a personal model of counseling, and will begin to examine the personal and professional identity of the counselor and how this affects the development of the therapeutic relationship.

Offered: Fall.

**CEDU 602 - Counseling Theories and Techniques II (3)**

A study of the counseling process through the lens of cognitive, behavioral, systemic, historical, and post-modern approaches. Analysis of the philosophical, practical, and culturally-responsive aspects of each counseling theory are explored along with the specific skills and techniques employed. Continued emphasis is placed on counselor self-awareness including an examination of personal characteristics, orientations, and skill development as they influence the helping process. Students are expected to demonstrate skills required to establish a therapeutic relationship, set appropriate counseling goals, design and implement intervention strategies, evaluate client outcome, successfully terminate the counselor-client relationship, and maintain appropriate professional boundaries and will continue to refine a personal model of counseling.

Prerequisite: CEDU 601. Offered: Spring.



**CEDU 605 - Advanced Human Growth and Development (3)**

This course provides students with an understanding of the basic tenets and theories of human development. Typical counseling issues at different developmental stages as well as age-appropriate counseling strategies are addressed. Additional emphasis is given to individual developmental differences related to cultural differences, cognitive development, intelligence, and gender.

Offered: Spring.

**CEDU 616 - Methods of Assessment and Evaluation (3)**

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.

Offered: Summer.

**CEDU 618 - Comprehensive Developmental School Counseling Programs (3)**

This course focuses on the history, philosophy, and current trends in school counseling. Integrating the role, function, and professional identity of the school counselor into the total school community, and coordinating counseling program components to facilitate the academic, career, and personal/social development of all students. Program design, implementation, evaluation, and improvement of counseling services are emphasized.

Prerequisite: CEDU 601, CEDU 602, CEDU 625, and/or permission of instructor. Offered: Spring.

**CEDU 620 - Methods of Research and Program Evaluation (3)**

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.

Offered: Summer.

**CEDU 621 - Crisis Intervention Counseling (3)**

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

Prerequisite: CEDU 601, CEDU 602, and/or permission of instructor. Offered: Fall.

**CEDU 625 - Group Counseling (3)**

This course is designed to develop understanding of theories, stages, techniques, leadership, and member roles in the group process. The course will utilize a combination of didactic, experiential, and laboratory approaches to achieve these objectives.

Prerequisite: CEDU 601, CEDU 602, and/or permission of instructor. Offered: Fall.

**CEDU 635 - Advanced Psychopathology (3)**

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. Offered: Spring.

**CEDU 640 - The Counselor as Professional, Practitioner, and Consultant (3)**

This course focuses on theories, models, and processes of consultation. Emphasis is placed on identifying community, environmental, and institutional opportunities that enhance or impede client/system success. Strategies for effective teamwork and multidisciplinary relationships with human service providers will be emphasized. Special attention is given to the development of the professional as leader in and advocate for the profession.

Prerequisite: CEDU 601, CEDU 602, and/or permission of instructor. Offered: Summer.

**CEDU 645 - Career Development: Theory and Practice (3)**

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 school and mental health settings; 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 labor market information resources, and the use of assessment instruments and technology-based strategies to enhance career planning.

Offered: Fall and Spring.

**CEDU 646 - Couples and Family Counseling (Elective)\* (3)**

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. Offered: Spring.

**CEDU 647 - Child and Adolescent Counseling (Elective) (3)**

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. Offered: Fall.

**CEDU 650 - Legal, Ethical, and Professional Issues in Counseling (3)**

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.

Offered: Summer.

**CEDU 655 - Psychodiagnostics and Treatment Planning (3)**

Practical course designed to train the student to competently diagnose all types of psychopathology using the most current version of the DSM and to develop appropriate treatment plans based on the needs of the client, the skills of the counselor, and the resources of the mental health setting.

Prerequisite: CEDU 601, CEDU 602, and CEDU 635.  
Offered: Fall.

**CEDU 656 - Theoretical Foundation of Marriage and Family Therapy (3)**

Advanced study of prominent marriage, couples, and family counseling theories is emphasized in this course. An emphasis will be placed on the study of systems theories and the following: theories of family development; theories of family functioning; family life cycle; values, belief, and meaning systems of the family; families under stress; family sub-systems; contemporary family forms; and, theories of marital and family interaction. Students will analyze and apply theories based on their effectiveness in the areas of assessment with couples and families, couples counseling, pre-marital counseling, marriage counseling, family counseling, multiple family group counseling, crisis counseling, and general psychoeducation with couples and families.

Prerequisite: CEDU 646 and permission of advisor.  
Offered: Summer.

**CEDU 657 - The Practice of Marriage, Couple, and Family Counseling (Part I) (3)**

Students in this course will apply and advance their clinical helping skills in the areas of marriage, couples, and family counseling. Application of these skills will be made through the analysis of case studies and participation in classroom simulations. Emphasis is placed on equipping students to understand intervention based on developmental, interpersonal, multicultural, and systemic factors.

Prerequisite: CEDU 646 and permission of advisor.  
Offered: Fall.

**CEDU 658 - The Practice of Marriage, Couple, and Family Counseling (Part II) (3)**

Students in this course will apply and advance their clinical helping skills in the areas of marriage, couples, and family counseling. Application of these skills will be made through the analysis of case studies and participation in classroom simulations. Emphasis is placed on equipping students to understand intervention based on developmental, interpersonal, multicultural, and systemic factors.

Prerequisite: CEDU 646 and permission of advisor.  
Offered: Fall.

**CEDU 660 - Substance Use Disorders Counseling (3)**

A course designed to prepare the counselor to demonstrate a clinical understanding of the assessment, treatment, and management of substance use disorders and addiction, as well as to understand and apply a "multiple pathways" model of treatment that integrates biological, sociological, and psychological aspects of care.

Prerequisite: Permission of advisor. Offered: Fall.

**CEDU 665 - Multicultural Counseling (3)**

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.

Offered: Fall.

**CEDU 667 - Seminar on Contemporary Issues in Counseling (Elective) (1-3)**

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

Offered: Fall.

**CEDU 670 - Practicum in Clinical Mental Health Counseling (3)**

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. Offered: Spring.

**CEDU 675 - Practicum in School Counseling (3)**

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 of experience and hold a current license in school counseling. In an approved school counseling program setting, students complete a minimum of 100 hours in professional school counseling services, with 40 of these hours in direct service.

Prerequisite: CEDU 601, CEDU 602, CEDU 618, CEDU 625, CEDU 650, CEDU 621, CEDU 605, an undergraduate course in classroom management, and permission of instructor. Offered: Fall and Spring.

**CEDU 690 - Internship in Clinical Mental Health Counseling (3)**

The first of two planned, supervised 300-hour counseling experiences 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: CEDU 655, successful completion of the practicum, and approval of advisor. Offered: Fall.

**CEDU 691 - Internship in Clinical Mental Health Counseling (3)**

The second of two planned, supervised 300-hour counseling experiences 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: CEDU 655, successful completion of the practicum, and approval of advisor. Offered: Spring.

**CEDU 692 - Internship in Clinical Mental Health Counseling (3)**

An elective, 300-clock-hour counseling experience in which the student will perform all activities expected of a professional mental health counselor. The intern will be supervised by both a site supervisor and a University supervisor.

Offered: As Needed.

**CEDU 695 - Internship in School Counseling (3)**

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 of experience and hold a current license in school counseling. In 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.

Prerequisite: Successful completion of the practicum and approval of instructor. Offered: Fall and Spring.

**CEDU 696 - Internship in School Counseling (3)**

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 of experience and hold a current license in school counseling. In 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.

Prerequisite: Successful completion of the practicum, approval of instructor, and completion of CEDU 695. Offered: Fall and Spring.

**CEDU 699 - Professional Development of the Clinical Mental Health Counselor (3)**

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, and 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 of coursework. Offered: Spring.

**DEOL - Organizational Leadership****DEOL 730 - Organizational Behavior and Theory (6)**

This module focuses on cultural leadership and its influence on organizational effectiveness, which occurs in the context of modern society by initiating change and reacting to change. Participants will research theory focusing on the foundations for decision making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process.

Offered: Fall.

**DEOL 731 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The first of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates are assigned an intern supervisor/coach (faculty member) in their first semester and will secure a site supervisor/coach from the partnering organization.

Offered: Fall.

**DEOL 732 - Leadership Theory and Practice (6)**

This module explores characteristics of learning organizations and their organizational cultures. Students will learn that learning organizations are very different from other enterprises. They are forward-looking, nurturing, flexible, and safe. Creating a learning organization takes great effort on the part of the leader and all other constituents. It also takes special kind of commitment, much energy, and an abundance of resources. Systems thinking, continuous learning, empowerment, and teamwork are among the major elements that make learning organizations successful. Organizational culture and the role it plays in the effectiveness and the success of the organization will also be examined. Creating a learning culture takes transformational leadership, tolerance, understanding, and support of everyone in the organization. Additionally, the course emphasizes the need for leaders to understand that organizations are always changing. The principles and practices of re-engineering/re-inventing institutions will be studied. Participants will learn that the ability to manage change effectively is critical to the success of any leader. Specific strategies for managing change will include decision-making, organizational design, individual and organizational behavior, group dynamics, interpersonal communication, conflict management and negotiation, empowerment and coaching, use of power and influence, managing diversity, performance appraisal, career development, and work stress.

Offered: Spring.

**DEOL 733 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The second of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization.

Offered: Spring.

**DEOL 734 - Ethics, Ideology, and Personal Leadership (6)**

Leaders are regularly called upon to make ethical judgments. This part of the module will focus on the role and responsibilities of a leader as an ethical role model, decision-maker, and teacher. Students will review and analyze current legal and ethical issues for professional learning communities. Through the use of case studies and a problem-based approach to learning, students will have an opportunity to analyze and develop their decision-making skills within the context of an ethical and moral framework. The course addresses the factors influencing organizational citizenship behavior. Organizational Citizenship Behavior (OCB) is a construct of multiple dimensions. Organ (1988) defined five factor dimensions of OCB. The factors are civic virtue, conscientiousness, altruism, courtesy, and sportsmanship. OCB is the measure of frequency of extra-role or discretionary behavior. The course also explores the relationship between a leader and a follower. Leader-member exchange (LMX) theory describes the two-way relationship between a leader and a follower, or subordinate. LMX presupposes that each relationship between a leader and subordinate is different. LMX operates as a construct with multiple dimensions including contribution, loyalty, affect, and professional respect. The course addresses the bases for conflict, the approaches to resolve conflict, and the principles of dealing with difficult people. Types of conflict, personal and professional motivations, and the principles of a win-win resolution are topics to be explored. It will address the set of values and beliefs about the way the social, economic, and political systems should be organized and operated and recommendations about how those values and beliefs should be put into effect. Major ideologies will be studied for the purpose of understanding how to deal with ideological conflicts and to successfully manage those relationships.

Offered: Summer.

**DEOL 735 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The third of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization.

Offered: Summer.

**DEOL 736 - Strategic Leadership and Management of Global Change (6)**

This module examines strategic planning models, forecasting methods, trend analysis, systems thinking, and futurism. Participants will learn how to manage growth, change, and organizational innovation. The use of strategic planning tools such as scenarios, systems thinking, and change strategies will be presented through case studies and projects that utilize the principles of problem-based learning. Students will have the opportunity to design a mock strategic plan and develop scenarios to apply principles learned in this course. It examines theories that provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders of the 21st century. Application of theory to practice will be stressed (scholar-practitioner model).

Offered: Fall.

**DEOL 737 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The fourth of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the the partnering organization.

Offered: Fall.

**DEOL 738 - Action Research, Program Evaluation, Data Analysis and Interpretation, and Qualitative Methods (6)**

The purpose of this module is to train doctoral students in the use of the scientific approach in social science research and ensure informed decision-making grounded in empirical research. After receiving training on the utilization of library database applications and various research methodologies, students will develop (a) the elements of a research examination, based on a problem in the workplace or field of interest; (b) a related literature review; (c) a purpose statement; and (d) research questions. The course will also examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across all substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. The purpose of the Qualitative Research section of this course is to introduce doctoral students to the principles of research methods. The content includes in-depth and formal interviewing techniques, principles of field observation, content analysis, literature reviews, historical analysis, focus groups, questionnaire design, and philosophical inquiry into qualitative research perspectives. Major emphasis in the course is placed upon learning how to integrate qualitative methods as appropriate.

Offered: Spring.

**DEOL 739 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The fifth of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization.

Offered: Spring.

**DEOL 740 - Organizational Technology (6)**

This course will identify characteristics of leaders who can effectively manage the planning, design, selection, implementation, use, and administration of emerging and converging information and communications technologies. Issues related to current state-of-the-art technology and its impact on organizational culture will be explored. The course will address strategies for the implementation of appropriate new and evolving technologies within an organization and their impact on its future. The use of technology to create a culture of collaboration and learning will be examined.

Offered: Summer.

**DEOL 741 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The sixth of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization.

Offered: Summer.

**DEOL 750 - Policy Development and Business Law (6)**

This module will examine the process of developing policy, revising policy, and assessing policy. It will explore the policy process and review contemporary policy issues. It will provide best practices as it relates to evaluating policy from several perspectives including ethical, social, economic, and political. It will address the legal aspects associated with organizational leadership. This will include but not be limited to the following topics: historical perspective of business law, court system, key statutes and case studies, and remedies.

Offered: Fall.

**DEOL 751 - Consultancy Project/Practicum (1 (companion to the six-hour coursework))**

The seventh of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization.

Offered: Fall.

**DEOL 752 - Innovation and Transformation (6)**

This module will examine the history of modern-day innovation, the impetus for change, and the process to ignite and channel creativity. It will address the principles of an effective transformation plan and the process of implementation and assessment. Students will research and analyze case studies of organizations/institutions that best illustrate the use of innovation in planning and execution of their mission. A model for developing and implementing a transformative change will be introduced.

Offered: Spring.

**DEOL 753 - Consultancy Project/Practicum (1  
(companion to the six-hour coursework))**

The eighth of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. Candidates continue working with their assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization.

Offered: Spring.

**DEOL 754 - Contemporary Topics (6)**

This module focuses on cultural leadership and its influence on organizational effectiveness, which occurs in the context of modern society by initiating change and reacting to change. Participants will pursue theory and research focusing on the foundations for decision-making and analysis of complex historical, cultural, sociological, philosophical, and theoretical perspectives in the leadership process. It will examine the value-added theory along with an associated model for purposes of understanding and a tool for implementation. The focus of this section is on creating both self-efficacy and team or organization effectiveness. Topics to be addressed will be learning culture, dispositions, professional experiences, structure, shared decisions, high-performance teaming, and assessment skills.

Offered: Summer.

**DEOL 755 - Consultancy Project/Practicum (1  
(companion to the six-hour coursework))**

The ninth of nine hours required to complete a candidate-developed consultancy project. The consultancy project is a practicum that integrates coursework throughout the program with on-site fieldwork in a partnering organization, challenging students to apply knowledge acquired from each of their courses. In this final consultancy project course, candidates continue working with an assigned intern supervisor/coach (faculty member) and a site supervisor/coach from the partnering organization. Candidates who do not complete and successfully present and defend his/her consultancy project must register for this course the next semester. In order to continue to receive University assistance and consultation throughout the consultancy project process, the candidate will register for this course each semester until the consultancy project is successfully presented or until the candidate withdraws from the program.

Offered: Summer.

**ECON - Economics****ECON 832 - Economics: Theory and Research (4)**

This course is designed to explore the theory, research, and practice in the field of economics strategy and game theories. Students are expected to develop an entrepreneurial approach to discussing theoretical topics, research findings, practical applications, and controversial issues as they relate to economics. Also, students will develop the ability to integrate theories from the academic level into relevant prescriptive analysis and theoretical arguments. As such, discussions and presentations concerned with solving selected problems of the firm such as product pricing, product mix, costs and managerial decisions, demand forecasting, game theories, market elasticities, and analysis will be examined. However, students will be challenged to see beyond the graphs, formulas, and calculations of the economics discipline but to think about how the application of these tools affect our relationship with God and society.

Offered: Summer.

**EDCI - Curriculum and Instruction****EDCI 700 - Theory Development Module (6)**

This module supports candidates in utilizing theoretical frameworks for application in deepening understanding of current and future trends in curriculum and instruction. The module facilitates broadening of candidates' perspectives to systemic change focusing on identifying opportunities for organizational improvement and improving family and community engagement.

Offered: Fall and Spring.

**EDCI 701 - Dissertation Coaching/Clinical Experience Seminar (1)**

During the first semester of coursework, each candidate will be assigned a dissertation coach/clinical experience supervisor. During each seminar, the candidate will communicate with and be supported by their coach in progressing in understanding of the dissertation process and on development of their dissertation research. In addition, the candidate will plan and implement, with the support of a district-level site supervisor and their clinical experience supervisor, activities aligned with the Teacher Leader Model Standards.

Offered: Fall and Spring.

**EDCI 702 - Issues and Models in Curriculum Module (6)**

This module supports candidates in their understanding of adult learning theory and Professional Learning Communities in relation to continuous improvement. The module facilitates growth in impacting teacher professional learning, student learning, and outreach within diverse communities.

Offered: Spring and Summer.

**EDCI 703 - Dissertation Coaching/Clinical Experience Seminar (1)**

During the second semester of coursework, each candidate will communicate with and be supported by their dissertation coach in progressing in understanding of the dissertation process and on development of their dissertation research. In addition, the candidate will plan and implement, with the support of a district-level site supervisor and their clinical experience supervisor, activities aligned with the Teacher Leader Model Standards.

Offered: Spring and Summer.

**EDCI 704 - Research Design and Methods (12)**

This module supports candidates in their understanding of various research methodologies, principles of research design and dissemination, data collection, and data interpretation to improve teaching and learning. The module focuses on the principles of data-informed decision making, working through the process of continuous improvement in relation to teaching and learning.

Offered: Fall and Spring.

**EDCI 705 - Dissertation Coaching/Clinical Experience Seminar (1)**

During the third semester of coursework, each candidate will communicate with and be supported by their dissertation coach in progressing in understanding of the dissertation process and on development of their dissertation research. In addition, the candidate will plan and implement, with the support of a district-level site supervisor and their clinical experience supervisor, activities aligned with the Teacher Leader Model Standards.

Offered: Fall and Summer.

**EDCI 706 - Reform and Change Theory Module (6)**

This module supports candidates in re-imagining curricular and instructional leadership by examining the historical context of school reform in the United States and applied principles of organizational change. The module emphasizes effective leadership practice, successful educational reform modules, and the individual and institutional implications of creating and sustaining organizational change.

Offered: Summer and Fall.

**EDCI 707 - Dissertation Chairing/Clinical Experience Seminar (1)**

After the third semester of coursework, each candidate will be assigned a dissertation chair/clinical experience supervisor. In many cases, candidates will remain assigned to their dissertation coach who will transition into filling the role of chair. Work in these seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

Offered: Fall and Spring.

**EDCI 708 - Assessment and Evaluation Module (6)**

This module supports candidates in designing and using formative and summative assessments within and across organizations. The module expects candidates to serve in a collaborative leadership role with colleagues to analyze organizational data and interpret results to inform goals and improve student learning.

Offered: Spring and Summer.

**EDCI 709 - Dissertation Chairing/Clinical Experience Seminar (1)**

During the fifth semester of coursework, candidates will continue to work with their dissertation chair/clinical experience supervisor with a focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

Offered: Spring and Summer.

**EDCI 710 - Instructional Leadership Module (12)**

This module supports candidates in understanding and promoting collaborations with internal and external stakeholders to improve opportunities for student learning and in design and publication of professional learning. The module expects candidates to deepen understanding of development and implementation of educational policy while advocating for student learning and the profession at the local, state, and national level.

Offered: Summer and Fall.

**EDCI 711 - Dissertation Chairing/Clinical Experience Seminar (1)**

During the sixth semester of coursework, candidates will continue to work with their dissertation chair/clinical experience supervisor with a focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

Offered: Fall and Summer.

**EDCI 712 - Dissertation Module I (6)**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project.

Offered: Fall, Spring, and Summer.



### **EDCI 713 - Dissertation Module II (3)**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project.

Offered: Fall, Spring, and Summer.

### **EDCI 714 - Dissertation (Continuing) (1-3)**

In order to continue to receive University assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation chair will determine the number of hours for which the candidate must register.

Offered: Fall, Spring, and Summer.

### **EDCI 730 - Theory Development (6)**

This module supports candidates in utilizing theoretical frameworks for application in deepening understanding of current and future trends in curriculum and instruction. The module facilitates broadening of candidates' perspectives to systemic change focusing on identifying opportunities for organizational improvement and improving family and community engagement.

Offered: Fall and Spring.

### **EDCI 732 - Issues and Models in Curriculum (6)**

This module supports candidates in their understanding of adult learning theory and Professional Learning Communities in relation to continuous improvement. The module facilitates growth in impacting teacher professional learning, student learning, and outreach within diverse communities.

Offered: Spring and Summer.

### **EDCI 734 - Reform and Change Theory (6)**

This module supports candidates in re-imagining curricular and instructional leadership by examining the historical context of school reform in the United States and applied principles of organizational change. The module emphasizes effective leadership practice, successful educational reform modules, and the individual and institutional implications of creating and sustaining organizational change.

Offered: Summer and Fall.

### **EDCI 736 - Research Design and Methods (12)**

This module supports candidates in their understanding of various research methodologies, principles of research design and dissemination, data collection, and data interpretation to improve teaching and learning. The module focuses on the principles of data-informed decision-making, working through the process of continuous improvement in relation to teaching and learning.

Offered: Fall and Spring.

### **EDCI 738 - Curriculum Assessment and Evaluation (6)**

This module supports candidates in designing and using effective curriculum design, including the creation of formative and summative assessments within and across organizations. The module expects candidates to serve in a collaborative leadership role with colleagues to analyze organizational data and interpret results to inform goals and improve student learning.

Offered: Spring and Summer.

### **EDCI 740 - Instructional Leadership (12)**

This module supports candidates in understanding and promoting collaborations with internal and external stakeholders to improve opportunities for student learning and in design and publication of professional learning. The module expects candidates to deepen understanding of development and implementation of educational policy while advocating for student learning and the profession at the local, state, and national level.

Offered: Summer and Fall.

## **EDLS - Educational Leadership**

### **EDLS 700 - Theory Development Module (6)**

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.

Offered: Fall and Spring (varies by location).

### **EDLS 701 - Dissertation Coaching Seminar (1)**

In this seminar, candidates work with their dissertation coaches on components of the dissertation.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 702 - Operational and Managerial Module (6)**

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. Each module incorporates a one-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.

Offered: Fall and Spring (varies by location).

**EDLS 703 - Dissertation Coaching Seminar (1)**

In this seminar, candidates work with their dissertation coaches on components of the dissertation.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 704 - Research Module (12)**

Schools function as professional learning communities, thus entering into decision-making processes that are inquiry and collaboration-based. This module develops the skills for individual and organizational inquiry.

Offered: Fall and Spring (varies by location).

**EDLS 705 - Dissertation Coaching Seminar (1)**

In this seminar, candidates work with their dissertation coaches on components of the dissertation.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 706 - Reform and Change Module (6)**

Each module incorporates a one-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.

Offered: Fall and Spring (varies by location).

**EDLS 707 - Dissertation Coaching Seminar (1)**

In this seminar, candidates work with their dissertation coaches on components of the dissertation.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 708 - Organizational Behavior Module (6)**

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.

Offered: Fall and Spring (varies by location).

**EDLS 709 - Dissertation Coaching Seminar (1)**

In this seminar, candidates work with their dissertation coaches on components of the dissertation.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 710 - Instructional Module (12)**

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.

Offered: Fall and Spring (varies by location).

**EDLS 711 - Dissertation Coaching Seminar (1)**

In this seminar, candidates work with their dissertation coaches on components of the dissertation.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 712 - Dissertation Module I (6)**

This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

Offered: Fall, Spring, and Summer.

**EDLS 713 - Dissertation Module II (3)**

This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

Offered: Fall, Spring, and Summer.

**EDLS 714 - Dissertation (Continuing) (1-3)**

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.

Offered: Fall, Spring, and Summer.

**EDLS 720 - Advanced Research and Instructional Research (12)**

This core course is for doctoral students to demonstrate an understanding of the use of the scientific approach in educational and human service practices to ensure informed decision-making grounded in empirical research. Research design methods and program evaluation will constitute the major focal points. A theory-to-practice model will be utilized with the emphasis on applied research. A diversity of research designs and methodologies as well as program evaluation models will be examined. The course focuses on the knowledge, skills, and practices of the professional instructional supervisor who must provide an appropriate education for students who represent diverse races, cultures, abilities, and interests.

Offered: Fall and Spring (varies by location).

**EDLS 730 - Strategic Leadership and School Reform (6)**

This module examines the historical context and theory of organizational leadership and structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and school reform from a strategic approach. The candidate will understand reform through a district's vision, mission, and goals. An integrated approach is used in the study of common theories and philosophies. Candidates will understand effective structures of distributive leadership and decision-making in educational settings.

Offered: Fall and Spring (varies by location).

**EDLS 732 - Instructional Leadership: Curriculum and Instruction for Sustaining Academic Achievement (9)**

The purpose of this module is to develop leadership skills for supervising educational programs. The course will examine research-based practices concerning current and emerging trends regarding Instructional Delivery, Assessment and Data, Planning and Management, and Vertical Alignment.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 734 - Human Resource Leadership: Organizational Development and Leading Adult Learning (9)**

The purpose of this module is to develop leadership skills for hiring, retaining, evaluating, and supervising educational personnel through the study of leadership styles and practices. It will examine Adult Learning Theory and building employee capacity. This module will allow candidates to evaluate and implement productive professional development and emphasize effective utilization of the NC Teacher and Staff Evaluation Process. The module focuses on the techniques, skills, and practices of the professional supervisor, including coaching and feedback.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 736 - Research and Program Evaluation (12)**

Schools function as professional learning communities, making collaboratively-based decisions based on inquiry. This module develops the skills for individual and organizational inquiry and program evaluation. This module will also strengthen the candidate's research skills through quantitative and qualitative data collection and interpretation.

Offered: Fall and Spring (varies by location).

**EDLS 738 - Cultural and Ethical Leadership (6)**

This module surveys historical and contemporary works in policy development, ethical, and legal issues as they relate to the educational setting. The course explores the cultural and ethical issues that school leaders must manage in the workplace. Policy development, implementation, and policy influencers are examined for their impact on school governance. Understanding collaborative work environments as important indicators of school success and governance efficacy and staff empowerment are reviewed.

Offered: Fall, Spring, and Summer (varies by location).

**EDLS 740 - Managerial Leadership (6)**

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. This module will examine effective conflict management, effective communications, and the important role of procedures and rules in school governance.

Offered: Fall, Spring, and Summer (varies by location).

**EDUC - Education**

**MTCI 671 - (No Concentration) Philosophy, History, and Methodology of Curriculum and Instruction for Teacher-Leaders (6)**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction. An application and examination of the tenets of developmentally-responsive curriculum and instruction, motivation and management, teachers as leaders, teaming, and exemplary curriculum and instruction implementation across a K-12 grade span will be included.

Offered: Fall and Spring.

**MTCI 672 - (Elementary Education Concentration)  
Philosophy, History, and Methodology of Elementary  
Education for Teacher-Leaders (6)**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction at the elementary-school level. An application and examination of the tenets of developmentally-responsive elementary education, motivation and management, teachers as leaders, teaming, and exemplary elementary methodology across the curriculum will be included.

Offered: Fall and Spring.

**MTCI 673 - (Middle Grades Education Concentration)  
Philosophy, History, and Methodology of Middle  
Grades Education for Teacher-Leaders (6)**

This course is a study of the history, philosophy, and future endeavors of curriculum and instruction at the middle-grades level. An application and examination of the tenets of developmentally-responsive middle grades education, motivation and management, teachers as leaders, teaming, and exemplary middle grades methodology across the curriculum will be included.

Offered: Fall and Spring.

**MTCI 674 - (Christian School Education Concentration)  
Philosophy, History, and Methodology of Christian  
School Education for Teacher-Leaders (6)**

This course is a study of education history, philosophy, and future endeavors of the Christian school. An application and examination of the tenets of developmentally-responsive Christian school education, motivation and management, teachers as leaders, teaming, and exemplary Christian school education methodology across the curriculum will be included.

Offered: Fall and Spring.

**MTCI 675 - (Urban Education Concentration)  
Philosophy, History, and Methodology of Urban  
Education for Teacher-Leaders (6)**

This course is a study of the history, philosophy, and future endeavors of urban education. An application and examination of the tenets of developmentally-responsive urban education, motivation and management, teachers as leaders, teaming, and exemplary urban education methodology across the curriculum will be included.

Offered: Fall and Spring.

**MTCI 676 - (Rural Education Concentration)  
Philosophy, History, and Methodology of Rural  
Education for Teacher-Leaders (6)**

This course is a study of the history, philosophy, and future endeavors of rural education. An application and examination of the tenets of developmentally-responsive rural education, motivation and management, teachers as leaders, teaming, and exemplary rural education methodology across the curriculum will be included.

Offered: Fall and Spring.

**MTCI 681 - (All C & I Master's Candidates) Leading  
Differentiation Strategies for Diverse Populations (6)**

This course will be taken in the second semester of the cohort. Candidates will examine a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom. A study of the characteristics and educational needs of individuals with special needs, including academically and intellectually gifted students, will be included. Emphasis is on the issues and trends in both gifted and special education, the current categorical descriptions of exceptionalities, including academically and intellectually gifted, and appropriate classroom interventions. Research-based strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course.

Prerequisite: MTCI 671, MTCI 672, MTCI 673, MTCI 674, MTCI 675, MTCI 676, MTCI 677, or MTCI 678. Offered: Spring and Summer.

**MTCI 682 - (All C & I Master's Candidates)  
Measurement, Assessment, and Action Research for  
Teacher-Leaders (6)**

This course will be taken in the third semester of the cohort. Candidates will survey a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices. Candidates will study quantitative and qualitative research methodologies and techniques applicable to practicing educators and curriculum and instruction specialists. An exploration of action research will be included.

Prerequisite: MTCI 681. Offered: Summer and Fall.

**MTCI 683 - (All C & I Master's Candidates) Current  
Issues and Special Topics for Teacher-Leaders (6)**

This course will be taken in the fourth semester of the cohort. Candidates will study significant issues, trends, theories, and/or practical problems in education. Included will be an emphasis on developmentally-appropriate educational practices grounded in the Standards for Graduate Teacher Candidates, INTASC, NBPTS, and the North Carolina State Board of Education programmatic guidelines and standards.

Prerequisite: MTCI 682. Offered: Fall and Spring.

**MTCI 684 - (All C & I Master's Candidates) Teaching and Leading Literacy Instruction (6)**

This course will be taken in the fifth semester of the cohort. Candidates will study literacy with an emphasis upon strategies designed to enhance reading instruction across the curriculum. The use of effective unit design, as well as instructional coaching strategies to be used with novice and seasoned educational professionals will be highlighted.

Offered: Spring and Summer.

**MTCI 696 - (All C & I Master's Candidates) Teacher-Leader Internship Seminar (1)**

This course will be taken three times in conjunction with MTCI 682, MTCI 683, and MTCI 684 (third, fourth, and fifth semesters). All candidates will continue to focus on their area of concentration through three internship seminars embedded throughout their coursework. The internship experience will consist of a total of 135 hours (45 hours of work each of the three semesters candidates are enrolled in MTCI 696). Their internship experience will take place in a setting appropriate for specific concentrations, and will allow candidates to fulfill requirements related to the Standards for Graduate Teacher Candidates as related to Curriculum and Instruction. Candidates will be responsible for setting up internship opportunities, and will be supervised jointly by a site supervisor and the course instructor.

Offered: Fall, Spring, and Summer.

**MTCI 677 - (Academically/Intellectually Gifted Concentration) Philosophy, History, and Methodology of Academically/Intellectually Gifted Education for Teacher-Leaders (6)**

This course is a study of the history, philosophy, and future endeavors of academically and intellectually gifted. An application and examination of the tenets of developmentally-responsive gifted education, motivation and management, teachers as leaders, teaming, and exemplary gifted education methodology across the curriculum will be included.

Offered: Fall and Spring.

**EDDS 731 - Dissertation Coaching/Clinical Experience Seminar (1)**

During the first semester of coursework, each candidate will be assigned a dissertation coach/clinical experience supervisor. During each seminar, the candidate will communicate with and be supported by their coach in progressing in understanding of the dissertation process and on development of their dissertation research. The coach will also monitor and provide feedback on clinical internship evidences.

Offered: Fall and Spring.

**EDDS 733 - Dissertation Coaching/Clinical Experience Seminar (1)**

During the second semester of coursework, each candidate will communicate with and be supported by their dissertation coach in progressing in understanding of the dissertation process and on development of their dissertation research. The coach will also provide evaluation and feedback on clinical internship evidences.

Offered: Spring and Summer.

**EDDS 735 - Dissertation Chairing/Clinical Experience Seminar (1)**

During the third semester of coursework, each candidate will communicate with and be supported by their dissertation coach in progressing in understanding of the dissertation process and on development of their dissertation research. The coach will also provide evaluation and feedback on clinical internship evidences.

Offered: Fall and Summer.

**EDDS 737 - Dissertation Chairing/Clinical Experience Seminar (1)**

During the fourth semester of coursework, each candidate will be assigned a dissertation chair/clinical experience supervisor. In many cases, candidates will remain assigned to their dissertation coach who will transition into filling the role of chair. Work in these seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

Offered: Fall and Spring.

**EDDS 739 - Dissertation Chairing/Clinical Experience Seminar (1)**

During the fifth semester of coursework, candidates will continue to work with their dissertation chair/clinical experience supervisor with a focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

Offered: Spring and Summer.

**EDDS 741 - Dissertation Chairing/Clinical Experience Seminar (1)**

During the sixth semester of coursework, candidates will continue to work with their dissertation chair/clinical experience supervisor with a focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

Offered: Fall and Summer.

**EDDS 742 - Dissertation Module I (6)**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project. Once beginning dissertation hours, continuous enrollment is required unless a leave of absence due to rare and extenuating circumstances has been approved.

Offered: Spring and Summer.

**EDDS 743 - Dissertation Module II (3)**

The candidate continues work with the chair and the dissertation committee to complete the dissertation project. Once beginning dissertation hours, continuous enrollment is required unless a leave of absence due to rare and extenuating circumstances has been approved.

Offered: Fall and Spring.

**EDDS 744 - Dissertation (Continuing) (1-3)**

In order to continue to receive University assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation chair will determine the number of hours for which the candidate must register. Once beginning dissertation hours, continuous enrollment is required unless a leave of absence due to rare and extenuating circumstances has been approved.

Offered: Fall, Spring, and Summer.

**ENGL - English****ENGL 501 - An Introduction to Graduate English Studies (3)**

An introduction to the theory and method of graduate English studies and a survey of the field's evolution and current trends. Emphasis on expectations for writing and practice in research methods at the graduate and professional levels. Students will explore topics for their capstone projects.

Offered: Fall.

**ENGL 502 - Seminar in English Studies (1)**

Preparation for proposing, researching, and writing a capstone/thesis project of publishable quality, examining professional models and research methodologies appropriate to each student's field of study.

Offered: Fall.

**ENGL 555 - Special Topics (1-3)**

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

Offered: As Needed.

**ENGL 611 - Seminar in British Literature (3)**

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

Offered: As Needed.

**ENGL 612 - Selected British Texts - Medieval Period (3)**

Primary focus will be the development of a national literature and language especially as influenced by the church, the Norman conquest, and the advent of printing.

Offered: As Needed.

**ENGL 613 - Shakespeare (3)**

Survey of his work with an emphasis on contemporary performance practice.

Offered: As Needed.

**ENGL 614 - Selected British Writers (Non-Shakespearean) - Renaissance Period (3)**

Primary focus will be the development of genre in the period, especially the sonnet, drama, and prose. Discussions will include topics such as Catholicism/Protestantism, censorship, and gender.

Offered: As Needed.

**ENGL 615 - Selected British Writers - The Long Eighteenth Century (3)**

Primary focus will be the major debates of the period and their intersections with representative texts of the British Long Eighteenth-Century. Discussions will include topics such as coffeehouse culture, public and private spheres, gender roles, and class structure.

Offered: As Needed.

**ENGL 616 - Selected British Writers - Romantic Period (3)**

Primary focus will be the major debates of the period and their intersections with representative texts of the British Romantic period. Discussions will include topics such as revolution, slavery, religion, gender roles, and class structure.

Offered: As Needed.

**ENGL 617 - Selected British Writers - Victorian Period (3)**

Primary focus will be the major debates of the period and their intersections with representative texts of Victorian literature. Discussions will include topics such as industrialization, class structure, property laws, imperialism, religion, and gender roles.

Offered: As Needed.

**ENGL 621 - Technology and Literacy (3)**

An examination of the development of writing technologies from Ancient Greece through contemporary digital texts, this course focuses on the relationships between a text's physical qualities and its composition, production, and reception.

Offered: Summer, Odd Years.

**ENGL 625 - Visual Rhetoric and Document Design (3)**

An in-depth examination of theories of visual rhetoric within a variety of texts and contexts. This course also provides opportunities for students to implement design principles with key software and tools for design.

Offered: Spring, Even Years.

**ENGL 629 - Seminar in New Media Studies (3)**

Topics in new media studies with emphasis on an examination of selected theories and student experience producing new media texts. Possible topics may include New Media: Theory and Practice; Multimodal Composition; Writing in Digital Spaces.

Offered: Spring, Odd Years.

**ENGL 631 - Seminar in American Literature (3)**

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

Offered: As Needed.

**ENGL 634 - African-American Literature (3)**

A study of representative works from the 18th century to the present (nonfiction, poetry, plays, short fiction, and novels) emphasizing the specific contributions of African American writers, their relationships to their contemporary society, and their contributions and challenges to a culturally-diverse society.

Offered: As Needed.

**ENGL 651 - Seminar in Global Literature (3)**

Advanced study of literature in a globalized world. Emphasis on the theory and practice of global literature. May focus on a theme, writer or group of writers, or a region/nation.

Offered: As Needed.

**ENGL 654 - Mythology (3)**

A literary and cultural study of the way myth is used in Western culture. Students will analyze Greek and Roman mythology, focusing on the way myths are used in literature. They will explore mythologies other than Greek and Roman and analyze the ways that these have influenced European and American culture.

Offered: As Needed.

**ENGL 657 - Caribbean Literature (3)**

Advanced study of writers and theories of Caribbean literature and of how the Caribbean has been defined and how it defines itself.

Offered: As Needed.

**ENGL 659 - Literature and Colonization (3)**

Advanced study of the interaction between literature and colonization and the influence of postcolonial studies. May vary in period and may focus on a particular region, author, or theme.

Offered: As Needed.

**ENGL 661 - Professional and Technical Writing (3)**

A survey of the field of professional and technical writing while examining theories, research, and practices related to professional and technical writing.

Offered: As Needed.

**ENGL 665 - Principles of Editing and Publishing (3)**

This course examines fundamentals of editing, including practical review of grammar, mechanics, and usage for editors as well as exploring the editorial process.

Offered: As Needed.

**ENGL 669 - Seminar in Rhetoric (3)**

Topics in rhetoric with an emphasis on group participation and presentation. Possible topics may include: Gender, Politics, Classical Rhetoric, or Modern Rhetoric.

Offered: As Needed.

**ENGL 671 - Literary Theory (3)**

An advanced examination of literary theories, ranging from New Criticism to current theories. Discussions and assignments will include application of theories to a range of literary texts.

Offered: Spring.

**ENGL 673 - Contemporary Trends in Literature (3)**

The intersection of contemporary life and culture with literature. Emphasis on how we define literature and literary studies in the 21st century.

Offered: Summer.

**ENGL 675 - Young Adult Literature (3)**

An in-depth examination of the field of young adult literature. Emphasis on historical and sociocultural positioning of young adult literature through the study of a selected body of young adult texts, includes examining practical and creative applications of course content in order to enhance the study of literature in the secondary classroom.

Offered: As Needed.

**ENGL 681 - Seminar in Current Issues and Methods of Teaching English (3)**

Focus is on exploring particular, contemporary concerns within the practice of teaching English while also infusing students with new ideas and enthusiasm about standard English-teacher concerns: literature, writing, and grammar. Attention given to significant current issues such as assignment design, assessment, and incorporating digital literacies into the English classroom. Geared toward current/potential secondary and college-level teachers.

Offered: As Needed.

**ENGL 683 - Teaching of Writing (3)**

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

Offered: Fall.

**ENGL 690 - Literature Studies Proposal (3)**

Advanced preparation for proposing, researching, and writing a professional capstone project of publishable quality, examining professional models and research methodologies on a subject appropriate to the discipline of literature studies. This course may be repeated until the proposal is complete. Prior to registering for the course, student must have the capstone committee selected and approved.

Offered: As Needed.

**ENGL 691 - Literature Studies Capstone (3)**

Composition of the capstone in preparation for publication appropriate to the discipline of literature studies. The course may be repeated until the capstone is complete.

Offered: As Needed.

**ENGL 692 - Writing Studies Proposal (3)**

Advanced preparation for proposing, researching, and writing a capstone project of publishable quality, examining professional models and research methodologies appropriate to the discipline of writing studies. This course may be repeated until the proposal is complete. Prior to registering for the course, student must have the capstone committee selected and approved.

Offered: As Needed.

**ENGL 693 - Writing Studies Capstone (3)**

Composition of the capstone in preparation for publication appropriate to the discipline of writing studies. The course may be repeated until the capstone is complete.

Offered: As Needed.

**ENGL 694 - English Education Proposal (3)**

Advanced preparation for proposing, researching, and writing a capstone project of publishable quality, examining professional models and research methodologies appropriate to the discipline of English education. The course may be repeated until the proposal is complete. Prior to registering for the course, student must have the capstone committee selected and approved.

Offered: As Needed.

**ENGL 695 - English Education Capstone (3)**

Composition of the capstone in preparation for publication appropriate to the discipline of English education. This course may be repeated until the capstone is complete.

Offered: As Needed.

**ENGL 696 - English Teacher as Researcher Course Series (3)**

ENGL 694 English Teacher as Researcher: Proposal (3); ENGL 695 English Teacher as Researcher: Data Collection (1); ENGL 696 English Teacher as Researcher: Analysis (3) Emphasis on qualitative and classroom-based research methodologies, culminating in a significant action-research project using the student's teaching community as the research setting and students as the research participants. In ENGL 694 students will communicate with the instructor initially to discuss readings on classroom-based research methodology and then will design and propose a project as well as receive Institutional Review Board (IRB) approval to conduct research. Research is conducted during the time period in which the student is enrolled in ENGL 695. 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). ENGL 696 leads to preparation of a publishable-quality, written report of the research project.

Offered: Summer.

**ENGL 697 - Independent Study (1-3)**

Independent study with one or more instructors for students pursuing research/creative work unavailable as part of the regular class schedule or in greater depth than in classes regularly offered by the Department. Course may only be taken once.

Designations: Independent Study. Offered: As Needed.



### **ENGL 699 - Capstone Continuation (3)**

The MA English culminates in a capstone suitable for publication, completed in a student's final two semesters through completion of both a concentration-specific proposal and a capstone course. Capstone continuation course is available to students who have completed the required credit hours for the MA degree but have not completed the capstone requirement for the degree as described in the course descriptions for proposal (e.g. ENGL 690 (p. 495), ENGL 692 (p. 495), or ENGL 694 (p. 495)) and capstone courses (e.g. ENGL 691 (p. 495), ENGL 693 (p. 495), or ENGL 695 (p. 495)). Students who do not complete their capstone requirement by the end of their capstone course will be required to register for this three-hour Capstone Continuation course until the requirement is met.

Prerequisite: ENGL 691, ENGL 693, or ENGL 695. Offered: Fall, Spring, and Summer.

## **EXSI - Exercise Science**

### **EXSI 511 - Elite Conditioning (3)**

Study of the design and implementation of periodized conditioning programs for athletes based on testing, evaluation, and applications to specific sports. Focuses on speed, agility, and quickness for sports. Includes practical implementation of ballistic, plyometric, and speed and conditioning drills emphasizing evidence-based methods and training techniques. Also provides instruction on how to apply these evaluations to their respective sports/positions to improve athletic performance, with emphasis on corrective exercise prescription.

Prerequisite: EXSI 530 or permission of instructor. Offered: Fall.

### **EXSI 524 - Sports Nutrition (3)**

Provides for in-depth study of fundamental nutritional concepts with a special focus on contemporary issues relevant to developing professionals in Exercise Science professions; applications to the support of general wellness and sport performance throughout the lifespan.

Offered: Spring.

### **EXSI 527 - Fitness Facility Management (3)**

Study of the laws, regulations, policies, and work involved in setting up a fitness facility such as a gym, wellness center, or sports performance center. Students will develop a viable sports or fitness complex, including all aspects of administrative and facility management.

Offered: Summer.

### **EXSI 530 - Advanced Strength and Conditioning (3)**

Study of the practical/technical foundation for major compound movements and Olympic lifts. Provides comprehension of movement specific dynamic warm-ups, advanced stretching techniques, methods for identifying movement compensations and underlying issues, as well as evaluating Olympic lift techniques and corrective exercises to ensure a reduced risk of injury. Also provides an introduction to exercise programming including specialized training techniques for athletic development.

Offered: Fall.

### **EXSI 531 - Advanced Programming (3)**

Study of sports/positions by movement, metabolism, and limitation. Investigates current trends and evidence-based applications of specific training techniques for optimal sports performance. Students will perform complete sports analysis and develop periodized programs for major sports.

Prerequisite: EXSI 530 or permission of instructor. Offered: Spring.

### **EXSI 532 - Research Methods (3)**

Study of experimental design and basic statistical methods appropriate for research in strength and conditioning. Also introduces effective methods of data presentation and scientific writing to be used in the preparation of abstracts, posters, theses, dissertations, and peer-reviewed manuscripts.

Prerequisite: EXSI 535 or permission of instructor. Offered: Spring.

### **EXSI 535 - Kinesiology (3)**

Provides for in-depth study of functional anatomy and biomechanical factors related to human performance. Emphasis will be placed on the analysis of the skeletal, muscular, and nervous systems and the biomechanical factors associated with how to achieve efficient motor performance/movement.

Offered: Fall.

### **EXSI 545 - Programming for the Endurance Athlete (2)**

Study of training techniques to improve aerobic capacity, endurance, and lactate threshold for optimal performance. Reviews evidence-based principles of sports nutrition, strategies to ensure proper hydration, thermoregulation, and fuel/substrate availability during prolonged exercise. Students will develop programs for competitive sports including triathlon, marathon, ultra-marathon, and cycling.

Prerequisite: EXSI 530 or permission of instructor. Offered: Fall .

**EXSI 551 - Practicum I (2)**

Provides an educational experience for practical application of knowledge, skills, and abilities in scientific principles and concepts to human physical conditioning programs involving or related to Strength and Conditioning career interests.

Prerequisite: EXSI 530 or permission of instructor. Offered: Fall .

**EXSI 552 - Practicum II (2)**

Provides additional educational experience for practical application of knowledge, skills, and abilities in scientific principles and concepts to human physical conditioning programs involving or related to Strength and Conditioning career interests.

Prerequisite: EXSI 551 or permission of instructor. Offered: Spring.

**EXSI 597 - Internship (6)**

A supervised internship in a professional work environment that will provide the student with exposure to the job market in strength and conditioning related businesses and agencies. Students are responsible for 300 hours of work and are required to present detailed reports and reflections.

Prerequisite: EXSI 552; Valid Adult CPR/AED certifications, CSCS certification, or permission of instructor. Offered: Summer.

**EXSI 598 - Thesis (6)**

An independent research effort in strength and conditioning. This course is assessed on a Pass or Fail basis.

Prerequisite: EXSI 532 or permission of instructor. Offered: Fall, Spring, and Summer.

**FINC - Finance****FINC 808 - Foundations for Ethical Reasoning in Finance (4)**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues.

Offered: Fall.

**FINC 810 - Seminar in Finance (4)**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation.

Prerequisite: BADM 804. Offered: Spring.

**FINC 828 - Finance: Theory and Research (4)**

This course deals with contemporary issues in corporate financial theory and related empirics. It focuses on selected classic and current theoretical and empirical research in corporate finance. The objective of the course is to provide the student with an understanding of how financial calculations are related to the appropriate theories in an effort to enhance your ability to conduct scholarly research in corporate finance. This course will provide an advanced and rigorous background in the mainstream issues of modern corporate finance intended to simulate research-oriented discussions.

Offered: Summer.

**FINC 901 - Doctoral Dissertation I in Finance (4)**

To be taken after completing all coursework (excluding the 901, 902, and 903 dissertation courses), this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Chair of their Doctoral Dissertation at least once a month. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and Fail (F) as the grading criteria.

Prerequisite: Passing score on qualifying comprehensive examinations and all coursework prior to the 901 dissertation course. . Offered: Fall, Spring, Summer.

#### **FINC 902 - Doctoral Dissertation II in Finance (4)**

This course is the second course and should be taken after successfully completing the 901 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: FINC 901. Offered: Fall, Spring, Summer.

#### **FINC 903 - Doctoral Dissertation III in Finance (4)**

This course is the third course and should be taken after successfully completing the 902 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: FINC 902. Offered: Fall, Spring, Summer.

#### **FINC 904 - Doctoral Dissertation Extension in Finance (4)**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses 901, 902, and 903, students are required to register for the 904 class every semester until all dissertation milestones have been met. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: FINC 903. Offered: Fall, Spring, Summer.

### **HTMG - Hospitality, Tourism, and Event Management**

#### **HTMG 600 - Accounting, Budgeting and Cost Controls for Hospitality and Tourism (3)**

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 decisions 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. Students will be able to transfer this knowledge into a practical setting with the use of case studies, company profiles, and real-life examples.

Offered: As Needed.

**HTMG 610 - Economics for Hospitality and Tourism (3)**

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.

Offered: As Needed.

**HTMG 615 - Meetings, Conventions, and Event Planning and Management (3)**

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.

Offered: As Needed.

**HTMG 620 - Finance and Revenue Management for Tourism and Hospitality Industry (3)**

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.

Offered: As Needed.

**HTMG 625 - Tourism and Hospitality Marketing (3)**

This course will apply marketing concepts and theories to the hospitality and tourism industry. Students will learn how to develop, implement, and apply marketing strategies to market targets such as corporate, government, non-profits, and educational entities 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.

Offered: As Needed.

**HTMG 633 - Entrepreneurship in Tourism and Hospitality (3)**

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.

Offered: As Needed.

**HTMG 640 - Legal Aspects of Hospitality and Tourism (3)**

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. Students 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.

Offered: As Needed.

**HTMG 650 - International Hospitality (3)**

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.

Offered: As Needed.

## INTL - International Business

### **INTL 622 - Seminar in International Accounting (3)**

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.

Cross-Listed as: ACCT 622. Offered: Summer.

### **INTL 636 - Corporate and Intercultural Communications (3)**

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

Offered: Summer, Even Years.

### **INTL 643 - International Trade Law (3)**

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.

Offered: Fall and Spring, Even Years and Summer, Odd Years.

### **INTL 650 - International Business (3)**

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.

Offered: Fall, Spring, and Summer.

### **INTL 651 - International Finance (3)**

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.

Offered: Fall and Spring, Odd Years and Summer, Even Years.

### **INTL 652 - International Marketing (3)**

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 and INTL 650, or permission of instructor. Offered: Fall and Summer, Even Years and Spring, Odd Years.

### **INTL 653 - Seminar in International Trade (IMBA Capstone Course) (3)**

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, INTL 651, INTL 652, and BADM 633 or have permission of the Director of Graduate Business Programs. Offered: Summer.

### **INTL 695 - Topics in International Business (3)**

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

Offered: Summer.

### **INTL 808 - Foundations for Ethical Reasoning in International Business (4)**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues.

Offered: Spring.

### **INTL 810 - Seminar in International Business (4)**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation.

Prerequisite: BADM 804. Offered: Fall.

**INTL 830 - International Business: Theory and Research (4)**

The primary purpose of this course is to introduce to the student a practical view of the major forms of international business through academic research and theories. Students will present their research findings as they relate to the theorems and current problems affecting international business and the development of professionalism in the discipline. Theories of international trade, foreign direct investment, international financial institutions, differences in political economy and culture, barriers to trade, foreign exchange, business/government relations, and the strategic alternatives available to companies operating in the global economy will be examined. The course is designed to help you integrate your theoretical research and entrepreneurial knowledge of the functional areas of business into an internationally-oriented view of the global firm.

Offered: Fall.

**INTL 901 - Doctoral Dissertation I in International Business (4)**

To be taken after completing all coursework (excluding the 901, 902, and 903 dissertation courses), this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Chair of their Doctoral Dissertation at least once a month. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and Fail (F) as the grading criteria.

Prerequisite: Passing score on qualifying comprehensive examinations and all coursework prior to the 901 dissertation course.. Offered: Fall, Spring, Summer.

**INTL 902 - Doctoral Dissertation II in International Business (4)**

This course is the second course and should be taken after successfully completing the 901 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: INTL 901. Offered: Fall, Spring, Summer.

**INTL 903 - Doctoral Dissertation III in International Business (4)**

This course is the third course and should be taken after successfully completing the 902 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: INTL 902. Offered: Fall, Spring, Summer.

### **INTL 904 - Doctoral Dissertation Extension in International Business (4)**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses 901, 902, and 903, students are required to register for the 904 class every semester until all dissertation milestones have been met. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: INTL 903. Offered: Fall, Spring, Summer.

## **MAIT - Instructional Technology**

### **MAIT 650 - The Web of Everything: Student Safety Online, Social Networking, Societal Impact, and Current Trends (6)**

Children in today's elementary schools do not know a world without cell phones, computers, and the Internet. Technology has revolutionized our society and made every corner of the world accessible for students and teachers. It has the capability of transforming the learning process in the classroom through educators who can integrate it effectively and efficiently within their curricula. Students in classrooms today have different expectations than previous generations. Students need to be prepared for a future that requires a different set of skills, and technology has to be assimilated. This course identifies and assesses online resources in relation to curricula, student safety, policy, confidentiality, privacy, and web design. Emphasis will be placed on tools available for discovering educational resources for instruction.

Offered: Fall and Spring.

### **MAIT 651 - Hypermedia: The Art of Effective Integration (6)**

Students today are digital natives. They grow up immersed in technology long before they set foot in the classroom. They are connected to the entire world through television, the Internet, and a myriad of personal devices in electronic and digital format. According to Collins and Halverson, "People know what they want to learn, when they want to learn, and how they want to learn." Classrooms equipped for the 21st century demand curriculums that integrate technology resulting in high standards, high expectations, and high results. With this in mind, teachers must acknowledge how students learn today and find every possible way to teach children and improve learning. Hypermedia studies facilitate the integration of technology into the K-12 curriculum standards, including content, devices, lesson planning, and diverse student learning. Emphasis will also be placed on the impact of technology in the North Carolina Teacher Evaluation Process.

Offered: Fall, Spring and Summer.

### **MAIT 652 - Hypermedia: The Art of Effective Integration (6)**

As technology drives the workforce in the 21st century, all phases and stages of education must adjust. Children are growing up immersed in technology long before they set foot in the classroom. With this information in mind, one could surmise that teachers acknowledge today's students grow up differently and learn differently and that we must find every way possible to teach children and improve learning. Classrooms must become innovative, interactive, and equipped with technology that offers numerous avenues for integrated instruction and student learning. This course offers an exploration of the basics of connectivity in the educational environment. Topics include: hardware, software, networking, security, facilities, infrastructure, standards, troubleshooting, and maintenance.

Offered: Fall, Spring and Summer.

### **MAIT 653 - Clinical Experience - Innovative Learning: Physical and Virtual (1)**

In the third semester of coursework, this one-hour Clinical Experience is taken in conjunction with the module and includes practical experience working with a Chief Technology Officer or designee in fulfilling principles and concepts of computer science. Each candidate will gauge their performance and progress throughout the experience by maintaining a daily journal. Class meetings will allow for continual monitoring, updates, and progression. Candidate will also be working on their Capstone Portfolio.

Offered: Fall, Spring and Summer.

**MAIT 654 - P3: Policies, Practices, and Professionalism in a Technology-Infused Society (6)**

While much of an Instructional Technology Facilitator's attention must and should be directed toward the purposes of technology and student learning, as well as the people responsible for accomplishing these purposes, this management depends on the presence of sound and efficient technology systems and educational policies. Management is a critical leadership skill and is strategically important to both operational efficiencies as well as effective learning outcomes. Management leadership operations such as Policies, Practices, and Professionalism will be explored within the context of Digital Learning Planning. The exploration of technology in today's school districts exhibiting current trends, infrastructure, policies, budget, planning initiatives, and how technology is influenced by policy and law.

Offered: Fall, Spring and Summer.

**MAIT 655 - Clinical Experience - P3: Policies, Practices, and Professionalism in a Technology-Infused Society (1)**

In the fourth semester of coursework, this one-hour Clinical Experience is taken in conjunction with the module and includes working with a school-level Technology Facilitator, Curriculum Coordinator, or Principal for the purpose of developing, assessing, and evaluating programs, projects, or technology initiatives.

Offered: Fall, Spring and Summer.

**MAIT 656 - Transformational Technology and Strategic Leadership for the World of Tomorrow (6)**

Students in classrooms today have different expectations than previous generations. Students need to be prepared for a future that requires a different set of skills, and technology has to be assimilated. School districts are investing hundreds of thousands of dollars in technology in order to modernize classrooms and utilize every means available to advance student achievement. Classrooms preparing for the future must become innovative, interactive, and equipped with technology that offers numerous avenues for instructional methodologies. Technology can help provide an enriched environment that allows better learning and instruction. The first in a two-course sequence, this course is an exploration of technology planning and vision statements for current and future technology initiatives. Topics of emphasis include evaluation of hardware/software, budgets, infrastructure, and the means for implementation of emerging technologies.

Offered: Fall, Spring and Summer.

**MAIT 657 - Clinical Experience - Transformational Technology and Strategic Leadership for the World of Tomorrow (1)**

In the fifth semester of coursework, this one-hour Clinical Experience is taken in conjunction with the module and includes working with a school-level Curriculum Coordinator, Principal, or Assistant Principal for the purpose of developing, assessing, and evaluating programs, projects, or technology initiatives.

Offered: Fall, Spring and Summer.

**MELS - Executive Leadership Studies****MELS 601 - Executive Leadership in a 21st Century Change Environment (6)**

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.

Offered: Fall and Spring.

**MELS 602 - Research and Assessment for 21st Century Executive Leaders (6)**

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.

Offered: Spring and Summer.

**MELS 603 - Resource Management for 21st Century Executive Leaders (6)**

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.

Offered: Summer and Fall.



**MELS 604 - 21st Century Curriculum and Instructional Development (6)**

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.

Offered: Fall and Spring.

**MELS 605 - 21st Century School Leadership (6)**

The capstone course 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.

Offered: Spring and Summer.

**MELS 696 - Internship (2)**

During the Clinical Internship for master's-degree students there is a requirement of 400 hours of Suggested Clinical Activities (80 per semester) that begin with the first semester and culminate in the last semester of the program. During the Clinical Internship for add-on licensure students there is a requirement of 240 hours of Suggested Clinical Activities (80 per semester) that begin with the first semester and culminate in the last semester of the program. The Internship Log MELS 696/697/698/699 form is used by students in the documentation of these 80 hours per semester of Suggested Clinical Activities. Students will have their Site Supervisor sign their form at the completion of each semester and then upload the form the TaskStream Competency Folio. Finally, all of the activities performed by the candidate should be linked to the 23 North Carolina Competencies.

A student in the Master of Arts in Executive Leadership Studies program is required to complete six (6) credit hours of internship over the course of the program.

MELS 696 is required for degree-seeking students when taking MELS 605.

Offered: Fall, Spring, and Summer.

**MELS 697 - Internship (1)**

During the Clinical Internship for master's-degree students, there is a requirement of 400 hours of Suggested Clinical Activities (80 per semester) that begin with the first semester and culminate in the last semester of the program. During the Clinical Internship for add-on licensure students, there is a requirement of 240 hours of Suggested Clinical Activities (80 per semester) that begin with the first semester and culminate in the last semester of the program. The Internship Log MELS 696/697/698/699 form is used by students in the documentation of these 80 hours per semester of Suggested Clinical Activities. Students will have their Site Supervisor sign their form at the completion of each semester and then upload the form the TaskStream Competency Folio. Finally, all of the activities performed by the candidate should be linked to the 23 North Carolina Competencies.

A student in the Master of Arts in Executive Leadership Studies program is required to complete six (6) credit hours of internship over the course of the program.

MELS 697 is required for degree-seeking students when taking MELS 601, 602, 603, and 604.

Offered: Fall, Spring, and Summer.

**MELS 698 - Internship (2)**

During the Clinical Internship for master's-degree students, there is a requirement of 400 hours of Suggested Clinical Activities (80 per semester) that begin with the first semester and culminate in the last semester of the program. During the Clinical Internship for add-on licensure students, there is a requirement of 240 hours of Suggested Clinical Activities (80 per semester) that begin with the first semester and culminate in the last semester of the program. The Internship Log MELS 696/697/698/699 form is used by students in the documentation of these 80 hours per semester of Suggested Clinical Activities. Students will have their Site Supervisor sign their form at the completion of each semester and then upload the form the TaskStream Competency Folio. Finally, all of the activities performed by the candidate should be linked to the 23 North Carolina Competencies.

A student in the Master of Arts in Executive Leadership Studies program is required to complete six (6) credit hours of internship over the course of the program. MELS 698 is required for add-on licensure students when taking MELS 601, MELS 603, and MELS 605.

Offered: Fall, Spring, and Summer.

**MELS 699 - Clinical Experience Continuation (3)**

The clinical experience continuation course is available to students who have completed the 36-credit-hour MELS program but have 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 assistance of their Clinical Experience Supervisor; therefore, the student must be enrolled at Gardner-Webb University. A student may take MELS 699 multiple times.

Offered: Fall, Spring, and Summer.

**MGMT - Management****MGMT 808 - Foundations for Ethical Reasoning in Management (4)**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues.

Offered: Spring.

**MGMT 810 - Seminar in Management (4)**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation.

Prerequisite: BADM 804. Offered: Fall.

**MGMT 820 - Management: Theory and Research (4)**

This course explores academic research related to management strategy. Students will analyze and discuss research articles that are based on management theories about agency relationships, strategy formation, firm capabilities, top management teams, corporate social responsibility, and changes in firm scope through diversification. Students are expected to discuss and critique the readings that are assigned and to properly model the theoretical relationships in the articles.

Offered: Summer.

**MGMT 901 - Doctoral Dissertation I in Management (4)**

To be taken after completing all coursework (excluding the 901, 902, and 903 dissertation courses), this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Chair of their Doctoral Dissertation at least once a month. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and Fail (F) as the grading criteria.

Prerequisite: Passing score on qualifying comprehensive examinations and all coursework prior to the 901 dissertation course.. Offered: Fall, Spring, Summer.

**MGMT 902 - Doctoral Dissertation II in Management (4)**

This course is the second course and should be taken after successfully completing the 901 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: MGMT 901. Offered: Fall, Spring, Summer.

**MGMT 903 - Doctoral Dissertation III in Management (4)**

This course is the third course and should be taken after successfully completing the 902 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: MGMT 902. Offered: Fall, Spring, Summer.

**MGMT 904 - Doctoral Dissertation Extension in Management (4)**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses 901, 902, and 903, students are required to register for the 904 class every semester until all dissertation milestones have been met. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: MGMT 903. Offered: Fall, Spring, Summer.

**MPAS - Physician Assistant Studies****MPAS 504 - Applied Human Anatomy (4)**

MPAS 504 Applied Human Anatomy is a broad survey course with detailed examination of all structural aspects of the human body. Anatomy is presented by body regions to allow students to assimilate the regions in an organized and logical fashion. This course focuses on recognition of structural arrangements and relationships, correlation with radiographic images, and clinical applications of topographic, radiographic, and gross anatomy to the day-to-day practice of medicine. Emphasis is on knowledge of normal anatomic structures, common anatomic variations, and anatomic pathology as it applies to effective diagnostic evaluation and therapeutic intervention.

Offered: Spring I.

**MPAS 506 - Medical Physiology (3)**

MPAS 506 Medical Physiology utilizes a systems-based approach to communicate fundamental physiological principles. Students are equipped with essential knowledge of medical function as it relates to maintenance of homeostasis. Alterations of normal function will be highlighted throughout the course and students will be introduced to common medical laboratory practices used to evaluate a patient's health status. Emphasis is on integration and application of concepts to clinically relevant scenarios.

Offered: Spring I.

**MPAS 508 - History and Physical Examination (3)**

MPAS 508 History and Physical Examination provides instruction and practice in obtaining and recording a comprehensive and focused patient health history and performing an accurate and appropriate physical examination on patients of any age. Emphasis is placed on professionalism and sensitivity to gender, age and socio-cultural background. The initial focus is on developing the student's ability to recognize normal physical exam findings followed by distinguishing them from common abnormal exam findings. 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.

Offered: Spring I.

**MPAS 510 - Introduction to Clinical Medicine (3)**

MPAS 510 Introduction to Clinical Medicine is designed for physician assistant students as an introduction to basic key concepts of clinical medicine. Modules covered during the semester include immunology, genetics, neoplasia, nutrition, and introduction to diagnostic testing.

Offered: Spring I.

**MPAS 512 - Clinical Pharmacology (2)**

MPAS 512 Introduction to Pharmacology conveys the fundamental pharmacology principles for application to pharmacotherapeutics in the practice of patient-centered care. Topics include pharmacokinetics, pharmacodynamics, drug interactions, adverse drug reactions, autonomic nervous system pharmacology, analgesia, addiction and abuse, major drug classes, the drug development process, and the introduction of complementary and alternative pharmacotherapy. Emphasis is placed on individualization of drug therapy. Pharmacotherapeutics for specific organ systems is presented in the individual organ system courses.

Offered: Spring I.

**MPAS 521 - Patient-Centered Care I (2)**

The two-semester Patient-Centered Care (PCC) sequence of courses (MPAS 521, MPAS 523) 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. These courses are taught concurrently with two semesters of PA Medicine and utilizes knowledge of disorders from the MPAS 540 and 550 courses. In PCC I, coursework will include an introduction to medical documentation and clinical cases. In PCC II, coursework will continue to expand on various types of medical documentation and clinical cases. In preparation for the clinical year, PCC II will also introduce the student to oral case presentations. In both courses, the concepts of patient-centered team-based care and interprofessionalism are incorporated to aid in the development of a comprehensive healthcare provider.

Offered: Summer I.

**MPAS 523 - Patient-Centered Care II (2)**

The two-semester Patient-Centered Care (PCC) sequence of courses (MPAS 521, MPAS 523) 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. These courses are taught concurrently with two semesters of PA Medicine and utilizes knowledge of disorders from the MPAS 540 and 550 courses. In PCC I, coursework will include an introduction to medical documentation and clinical cases. In PCC II, coursework will continue to expand on various types of medical documentation and clinical cases. In preparation for the clinical year, PCC II will also introduce the student to oral case presentations. In both courses, the concepts of patient-centered team-based care and interprofessionalism are incorporated to aid in the development of a comprehensive healthcare provider.

Offered: Fall I.

**MPAS 531 - Professional Development (1)**

The MPAS 531 Professional Development course is designed to introduce and integrate various principles related to professionalism and clinical practice. Covered topics include the history of the PA profession, the roles and responsibilities of the physician assistant, professionalism and integrity, promotion of lifelong learning, health policy, the business of medicine, information technology, and medical informatics, the practice of integrative, environmental and occupational medicine, and identification of impairment and burnout in medical practice. The purpose of the course is to prepare students for the professional aspects of medicine and interprofessional practice.

Offered: Summer I.

**MPAS 536 - Intro to EBM and Public Health (One)**

The MPAS 536 Introduction to Evidence-Based Medicine and Public Health course is designed to introduce fundamental principles of evidence-based medicine, quality control, and performance improvement in the practice of medicine. The course will cover research design and methodology, critical appraisal of the medical literature, and emphasize applying evidence-based medicine and quality improvement to achieve patient-centered clinical outcomes. This course will prepare students for MPAS 621 Evidence-Based Medicine in the clinical year.

Offered: Summer I.

**538 538 - Healthcare Law & Ethics (One)**

MPAS 538 Healthcare Law and Medical Ethics introduces fundamental concepts in medical law and ethics for practicing physician assistants by presenting various healthcare legal and ethical situations. The course will cover medical malpractice and negligence, HIPAA, and other healthcare legislative rulings, along with ethical principles and practice in medicine. Students will acquire practical knowledge of health laws and ethics and their application to healthcare delivery.

Offered: Spring II.

### **MPAS 540 - Physician Assistant Medicine I (10)**

MPAS540 Physician Assistant Medicine I is one in a series of courses (MPAS540, MPAS550, and MPAS560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in the first semester that established a foundation in human physiology, pathological conditions, relevant pharmacology, and served as an introduction to organ systems. During this course, commonly encountered medical problems in behavior science, hematology and oncology, infectious disease, and endocrinology are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is also on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data.

Offered: Summer I.

### **MPAS 550 - Physician Assistant Medicine II (17)**

MPAS550 Physician Assistant Medicine II is one in a series of courses (MPAS540, MPAS550, and MPAS560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in earlier courses that established a foundation in human physiology, pathological conditions, relevant pharmacology, and organ systems. During this course, commonly encountered medical problems of the dermatologic, eyes, ears, nose and throat (EENT), pulmonary, cardiovascular (including ECG interpretation), and gastrointestinal systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data.

Offered: Fall I.

### **MPAS 560 - Physician Assistant Medicine III (11)**

MPAS560 Physician Assistant Medicine III is one in a series of courses (MPAS540, MPAS550, and MPAS560) using an organ systems approach for study of the clinical sciences. This approach builds on the principles presented in earlier courses that established a foundation in human physiology, pathological conditions, relevant pharmacology, and organ systems. During this course, commonly encountered medical problems of the genitourinary, renal, musculoskeletal, neurological, and reproductive systems are examined. The clinical presentation, epidemiology, pathology, patient assessment, diagnosis, therapeutic interventions, management including pharmacotherapy, and clinical course of these conditions are explored. Emphasis is on continued development of interviewing and physical examination skills, recognizing and interpreting abnormal physical findings, developing problem lists and differential diagnoses, and refining the documentation and presentation of patient evaluation data.

Offered: Spring II.

### **MPAS 571 - Special Populations/Geriatrics (1.0)**

MPAS 571 Special Populations & Geriatrics is a course designed to address the unique health issues of minority patient populations in society and older adults' special medical and psychosocial needs. Utilizing knowledge of diseases learned concurrently in the PA Medicine course series, pharmacology, and skills gained in patient assessment and management, the course will expand the scope of care to these unique populations. A focus on providing caring, compassionate, non-biased care to all individuals is emphasized. In Module One, the following minority population groups' needs are addressed: the LGBTQ community, the homeless, recent immigrants, veterans, patients with significant disabilities, and prison populations. Module Two examines physical and psychosocial changes that occur with aging and health-related problems commonly seen in the older patient population. Topics include the impact of aging on quality of life, mobility and communication, access to health care, therapeutic interventions, and issues related to death and dying.

Offered: Fall I.

**MPAS 573 - Pediatrics (3)**

MPAS 573 Pediatrics course addresses issues unique to the pediatric population and builds on previous course work including topics in anatomy, pathophysiology, genetics, and medicine. 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 of the pediatric population including infections, orthopedic problems and rheumatology, urologic conditions, gastrointestinal disorders, cardiology, hematology/oncology, perinatal care, obesity, and genetic and congenital disorders, and patient education and counseling for pediatric patients and family members. Communication skills and sensitivity to the needs of children and parents are emphasized.

Offered: Spring II.

**MPAS 580 - Surgical Medicine (3.0)**

MPAS 580 Surgical Medicine concentrates on the concepts of surgical assessment, basic surgical skills and procedures, surgical complications, and management of surgical patients. The course expands on etiology, pathophysiology, clinical manifestation, diagnosis, and appropriate management of selected surgical conditions including care of acute and chronic patients. The role of the physician assistant and general surgical concepts needed for the PA to function in surgical settings are presented. Emphasis is on students developing competency in the principles and practices involved in aseptic and basic surgical techniques, emergency and minor surgical procedures, surgical risk assessment, wound management, anesthesia, and preoperative, perioperative and postoperative evaluation and management. Selected common co-morbidities warranting surgical evaluation and perioperative management are discussed. The laboratory section of the course instructs students in performance of skills such as suturing, aseptic surgical technique, vascular line placement, local anesthesia, and control of bleeding. This course may incorporate interdisciplinary instruction by utilizing faculty from various areas of expertise and experience.

Offered: Fall I.

**MPAS 590 - Emergency Medicine (3)**

MPAS 590 Emergency Medicine introduces students to the principles and practice of acute care medicine. Instruction includes training and mandatory certification in (1) Basic Life Support and (2) Advanced Cardiac Life Support. Student learning focuses on human anatomy and physiology, disease processes, initial assessment and patient stabilization, formation of an emergency medicine approach to patient management, and development of skills utilized in the emergency department setting. Development of patient care teams, stressing collaboration, is part of the course, with an emphasis on interdisciplinary training.

Offered: Spring II.

**MPAS 620 - Family Medicine SCPE (four)**

MPAS 620 Family Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Family Medicine. This SCPE advances student knowledge and skills in evaluation and management of commonly encountered conditions in the outpatient setting and for patients of all ages.

Offered: Summer II.

**MPAS 621 - Evidence-Based Medicine (4)**

MPAS621 Evidence-Based Medicine will integrate knowledge gained in MPAS 536 Introduction to EBM and Public Health. This course will expand on the topics of epidemiology, biostatistics, research for the promotion of knowledge, understanding, and application of development and framing of research questions, interpretation of basic biostatistical methods, the limits of medical research, data sampling methods, and the use of common databases to access medical literature. Students will demonstrate scientific and professional writing and communication.

Offered: Spring II.

**MPAS 622 - Internal Medicine SCPE (4)**

MPAS 622 Internal Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Internal Medicine. This SCPE advances student knowledge and skills in evaluation and management of commonly encountered conditions in the outpatient, inpatient or mixed setting for adult patients.

Offered: Fall II.

**MPAS 624 - Pediatric Medicine SCPE (4)**

MPAS 624 Pediatric Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of Pediatric Medicine. This SCPE advances student knowledge and skills in communication with children and parents, familiarity with normal growth and development, and evaluation and management of commonly encountered conditions in the pediatric age group.

Offered: Fall II.

**MPAS 626 - Women's Medicine SCPE (4)**

MPAS 626 Women's Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of obstetric and gynecological medicine. This SCPE advances student knowledge and skills in evaluation and management of commonly encountered conditions, including prenatal care and preventative gynecologic care through exposure to a varied patient population in general obstetrics and gynecology.

Offered: Fall II.

**MPAS 628 - Emergency Medicine SCPE (4)**

MPAS 628 Emergency Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles of emergency medicine. This SCPE advances student knowledge and skills in triage, procedures, and recognition, evaluation, and management of commonly encountered emergent conditions for patients of all ages.

Offered: Fall II.

**MPAS 630 - Surgical Medicine SCPE (4)**

MPAS 630 Surgical Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of general surgery. This SCPE advances student learning in assisting at the operating table and preoperative and postoperative evaluation and management of commonly encountered surgical conditions in patients of all ages.

Offered: Spring III.

**MPAS 632 - Behavioral Medicine SCPE (4)**

MPAS 632 Behavioral Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of mental health. This SCPE advances student knowledge and skills in evaluation and management of commonly encountered conditions. SCPE sites may provide students with inpatient, outpatient, or mixed experiences.

Offered: Spring III.

**MPAS 636 - Underserved Medicine (4)**

MPAS 636 Underserved Medicine SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in the principles and practice of medicine in Underserved Populations and Areas. This SCPE exposes students to the diversity of health care needs and issues impacting general medical health in medically-underserved populations and advances their knowledge about resources required to meet these needs.

Offered: Spring III.

**MPAS 638 - Elective I SCPE (4)**

MPAS 638 Elective I SCPE is a four-week clinical practice experience provides an opportunity to enhance learning and gain supervised experience in a discipline of interest to the student. This SCPE advances student knowledge and skills in evaluation and management of commonly encountered conditions in an outpatient and/or inpatient setting for patients of all ages. SCPEs 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.

Offered: Spring III.

**641 641 - Elective II (Four)**

MPAS 641 Elective II SCPE is a four--week clinical practice experience that provides an opportunity to enhance learning and gain supervised experience in one or more disciplines of interest to the student. This supervised clinical practice experience (SCPE) advances student knowledge and skills in evaluating and managing commonly encountered conditions in an outpatient or inpatient setting for patients of all ages. SCPEs may include surgical sub-specialties (orthopedics, neurosurgery, plastic surgery, maxillofacial surgery, etc.), otolaryngology, but are not limited to dermatology, urology, wound care, ophthalmology, gastroenterology, cardiology, and others.

Offered: Spring III.

**651 651 - Capstone (One)**

The MPAS 651 Capstone course is intended to foster a clinically-relevant, scholarly activity in a mentored environment. It is designed to permit the student to cultivate more in-depth insight into healthcare-related issues, including specific medical disorders, clinical practice guidelines, healthcare delivery systems, or patient education. The physician assistant student will build upon prior clinical experiences, the program curriculum, and specific student interests to develop a capstone project, which serves as the culminating experience for graduate education in physician assistant studies.

Offered: Spring III.

### **MPAS 654 - Summative Evaluation (1)**

MPAS 654 Summative Evaluation is a course designed to fulfill the requirements of accreditation, students will return to campus during one week of the final semester of the clinical year for Summative Evaluation.

The course will serve as cumulative testing and will also include a summative written exam. The purpose of this time is to:

- (1) Provide the student with a time of self-assessment,
- (2) Evaluate the student's knowledge, skills, and attitude and
- (3) Identify the student's level of preparedness for the physician assistant national certifying examination (PANCE).

As mandated by the physician assistant program accrediting body (ARC-PA Standard B4.03), this assessment of the student is conducted by the program to ensure that the student has the a) clinical and technical skills, b) clinical reasoning and problem-solving abilities, c) interpersonal skills, d) medical knowledge, and e) professional behaviors for entry into the profession. The final Summative Evaluation is a comprehensive assessment that encompasses the types of activities and evaluations from callback days.

Offered: Spring III.

## **MRKT - Marketing**

### **MRKT 808 - Foundations for Ethical Reasoning in Marketing (4)**

Utilizing foundational material from common disciplines in the study of business, this seminar addresses the impact of the fields of study on institutions, social settings, and cultures outside the individual organization. Potential issues to consider may include disciplinary impact of social problems, ethical responsibilities of a multi-national firm in "foreign" countries, and implications of the "corporate structure" model to cultural and societal issues.

Offered: Spring.

### **MRKT 810 - Seminar in Marketing (4)**

This course focuses on in-depth analyses of academic research in a sub-discipline or particular path of interest to the student within their particular academic major. The student is expected to research the theory and practice within a specific area of the academic discipline. The requirements of this course may assist the student in the creation of a research question and/or a literature review for their doctoral dissertation.

Prerequisite: BADM 804. Offered: Fall.

### **MRKT 822 - Marketing: Theory and Research (4)**

This course will explore marketing strategy and theory through the development of a marketing plan and academic research into the nature and scope of marketing thought. Students will learn about branding, new product development, SWOT, positioning and consumer behavior theories, pricing and distribution strategies, promotion and public relations, and legal and regulatory research as related to marketing. Research assignments will provide the opportunity to review and critique marketing strategy and theoretical frameworks from academic journals through writing about and presentation of research findings. Development of an abbreviated marketing plan will give students experience with the application of marketing strategy and theory in business decisions.

Offered: Spring.



**MRKT 901 - Doctoral Dissertation I in Marketing (4)**

To be taken after completing all coursework (excluding the 901, 902, and 903 dissertation courses), this course (and the subsequent Doctoral Dissertation courses II and III) allows students to work progressively on completing each Doctoral Dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a Doctoral Dissertation topic, a proposal, an approved IRB application by the GWU Institutional Review Board (if applicable), the collection and analysis of data, the preparation and approval of the final research manuscript, and the successful completion of the Doctoral Dissertation presentation. Throughout the three (or more) courses, students often work independently but are required to be in communication with the Chair of their Doctoral Dissertation at least once a month. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and Fail (F) as the grading criteria.

Prerequisite: Passing score on qualifying comprehensive examinations and all coursework prior to the 901 dissertation course.. Offered: Fall, Spring, Summer.

**MRKT 902 - Doctoral Dissertation II in Marketing (4)**

This course is the second course and should be taken after successfully completing the 901 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: MRKT 901. Offered: Fall, Spring, Summer.

**MRKT 903 - Doctoral Dissertation III in Marketing (4)**

This course is the third course and should be taken after successfully completing the 902 course. Courses are taken continually and sequentially until all Doctoral Dissertation milestones have been completed. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: MRKT 902. Offered: Fall, Spring, Summer.

**MRKT 904 - Doctoral Dissertation Extension in Marketing (4)**

This course is provided for those students requiring additional time to complete the Dissertation. Once students have completed the required Doctoral Dissertation courses 901, 902, and 903, students are required to register for the 904 class every semester until all dissertation milestones have been met. These dissertation milestones must be completed within the following DBA program policies: (1) Students must complete at least 3 semesters of dissertation courses (901, 902, and 903), (2) Once dissertation courses are started with 901, students must continually be enrolled in a dissertation course until the dissertation is completed with a successful final defense, (3) Students not completing their dissertation within the 903 class will be enrolled in the 904 class continually until their dissertation is completed with a successful final defense, (4) Students cannot defend their proposal and their final dissertation within the same semester, (5) Final dissertation defenses can only take place during the 903 or the 904 classes. These courses are graded utilizing Pass (P) and (F) as the grading criteria.

Prerequisite: MRKT 903. Offered: Fall, Spring, Summer.

**NURS - Nursing****NURS 500 - Theoretical Basis for Advanced Practice (3)**

Evaluation of nursing theory and its application to research and evidence-based practice. Emphasis will be on the exploration of conceptual-theoretical-empirical underpinnings of nursing research.

Offered: Fall and Spring.

**NURS 501 - Nursing and Healthcare Systems and Issues (3)**

Examination of local, national, and global healthcare 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 healthcare policies.

Offered: Fall and Spring.

**NURS 502 - Methods of Advanced Research (3)**

Using evidence-based practices and research to improve professional nursing outcomes and clinical problem-solving. Nurses in all practice settings make a difference in patient care by using research to delineate problems and explore solutions.

Offered: Spring.

**NURS 504 - Statistical Techniques for Graduate Research (3)**

Provision of skills required to perform the types of statistical analyses encountered in graduate research, in both the discipline's literature and individual thesis research. Provision of a conceptual framework for choosing appropriate statistical descriptions and analyses for use in a wide range of common types of data sets. Students also learn to perform statistical analyses using appropriate software.

Prerequisite: An undergraduate general statistics course.  
Offered: Summer.

**NURS 506 - Professional Role Development for Advanced Nursing Practice (3)**

Introduction to competencies, role development, and foundational components of advanced nursing practice. Topics include history, roles, and options associated with professional practice and career development.

Offered: Fall.

**NURS 600 - The Nurse Educator (3)**

Examination of the competencies of the nurse educator in academic and practice settings. Exploration of educational theories and principles which provide the foundation for nursing education. Emphasis on application of innovative, evidence-based teaching/learning strategies in academic, staff development, or similar settings.

Offered: Spring.

**NURS 601 - Curriculum Theory and Application (3)**

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.

Offered: Fall.

**NURS 602 - Instructional and Evaluation Strategies (3)**

Examination and evaluation of the concepts and methods of measurement and evaluation of learning in nursing education. Emphasis on developing, scoring, analyzing, and evaluating various assessment techniques.

Offered: Summer.

**NURS 606 - Nursing Economics and Finance (3)**

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.

Offered: Fall.

**NURS 607 - Administration of Nursing and Healthcare Organizations (3)**

Examination of organizational structure and behavior of complex integrated healthcare systems with emphasis on the analysis of scope and standards of practice of nurse administrators.

Offered: Spring.

**NURS 610 - Thesis/Project (3)**

Synthesis of prior learning in the conduct of scholarly inquiry as a response to a problem related to nursing practice in a variety of settings. Culminates in a written document suitable for publication.

Prerequisite: All 500-level NURS courses; NURS 600, NURS 601, NURS 602 or NURS 606, NURS 607, BADM 641; OR permission of Chair of Digital Learning Programs.  
Offered: Fall, Spring, and Summer.

**NURS 612 - Thesis/Project (3)**

Continuation of NURS 610. Synthesis of prior learning in the conduct of scholarly inquiry as a response to a problem related to nursing practice in a variety of settings. Culminates in a written document suitable for publication.

Prerequisite: NURS 610. Offered: Fall, Spring, and Summer.

**NURS 619 - Thesis/Project Continuation (3)**

Thesis/project 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/project requirement for the degree as described in the course descriptions for NURS 610 and NURS 612. Students who do not complete their thesis/project requirement by the end of NURS 612 will be required to register for this three-hour Thesis/Project Continuation course until the requirement is met. Synthesis of prior learning in the conduct of scholarly inquiry as a response to a problem related to nursing practice in a variety of settings. Culminates in a written document suitable for publication.

Prerequisite: NURS 612. Offered: Fall, Spring, and Summer.

**NURS 627 - Advanced Nursing Specialty Practicum I (1-3)**

Preceptor-guided experience in the application of advanced educational or administrative principles and theories. Study and application of selected knowledge and concepts from nursing theories appropriate to nursing practice. Students enrolled in a certificate program must complete one credit hour of NURS 627. Thirty hours of practicum experience required for each credit hour.

Prerequisite: All NURS 500-level courses; NURS 600, NURS 601, NURS 602 OR NURS 606, NURS 607, BADM 641; OR permission of Chair of Graduate Nursing Programs. Offered: Fall, Spring, and Summer.

**NURS 628 - Advanced Nursing Specialty Practicum II (1-3)**

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. Thirty hours of practicum experience required for each credit hour.

Prerequisite: All NURS 500-level courses and NURS 627; NURS 600, NURS 601, NURS 602 OR NURS 606, NURS 607, BADM 641; OR permission of Chair of Graduate Nursing Programs.. Offered: Fall, Spring, and Summer..

**NURS 750 - Advanced Practice Roles (3)**

Introduces competencies, role development, and foundational components of advanced practice nursing. Topics include history, roles, and options associated with professional practice and career development.

Prerequisite: None. Corequisite: None. Offered: Fall.

**NURS 752 - Pathophysiology (3)**

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.

Prerequisite: None. Corequisite: None. Offered: Fall.

**NURS 754 - Pharmacology (3)**

Principles of pharmacokinetics and pharmacodynamics including physiologic response, possible side effects, and expected outcomes to various drugs. Advanced knowledge of drug interactions and management of drug reactions. Utilization of handheld 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.

Prerequisite: None. Corequisite: None. Offered: Spring.

**NURS 756 - Health Assessment (3)**

This course is designed using a system-based approach to prepare the advance practice nurse to develop knowledge, skills, and abilities to effectively evaluate health status of clients across the lifespan. Focus is on extensive physical, psychosocial, cultural, and spiritual assessments in order to deliver care to clients within the advance nurse practice role.

Prerequisite: None. Corequisite: None. Offered: Spring.

**NURS 758 - Financial Management for APRNs (3)**

An introduction to the principles of healthcare finance and financial management for advance practice nurses and interprofessional teams in a complex healthcare environment. Principles of healthcare economics, third-party reimbursement, developing budgets, variance, and economic evaluation methods are considered.

Prerequisite: None. Corequisite: None. Offered: Summer.

**NURS 760 - Primary Care Management I (Common and Acute) (3)**

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: NURS 752, NURS 754, NURS 756.  
Corequisite: NURS 761. Offered: Fall.

**NURS 761 - Primary Care Management Practicum I (3)**

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 common and acute illnesses.

Prerequisite: None. Corequisite: NURS 760. Offered: Fall.

**NURS 762 - Primary Care Management II (Reproductive) (3)**

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: NURS 760, NURS 761. Corequisite: NURS 763. Offered: Spring.

**NURS 763 - Primary Care Management Practicum II (3)**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of adult clients with alterations in gender-specific health commonly encountered by adults in a variety of health care settings. Emphasizes advanced practice to address primary care of adults with gender-specific health needs.

Prerequisite: None. Corequisite: NURS 762. Offered: Spring.

**NURS 764 - Primary Care Diagnostics and Procedures (1)**

Diagnostics and Procedures essential to primary care. Emphasis on cost effective, relevant diagnostics and how/when to order and interpret. Hands on demonstration of specific primary care skills.

Prerequisite: None. Corequisite: NURS 762. Offered: Spring.

**NURS 765 - Primary Care Management III (Chronic and Complex) (3)**

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 a focus on chronic and complex illness.

Prerequisite: NURS 762, NURS 763. Corequisite: NURS 766. Offered: Summer.

**NURS 766 - Primary Care Management Practicum III (3)**

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 chronic and complex illnesses.

Prerequisite: None. Corequisite: NURS 765. Offered: Summer.

**NURS 767 - Primary Care Management IV (Pediatrics) (3)**

Advanced practice knowledge and skills needed in the delivery of comprehensive health care that assesses and manages the continuum of primary health care needs of children in diverse populations. Emphasis will be on development of sound clinical judgment and decision-making utilizing evidence-based research and practices in the care of children, from birth to adolescence. Includes patient centered care, health promotion, cultural knowledge, ethics, and legal issues.

Prerequisite: NURS 765, NURS 766. Corequisite: NURS 768. Offered: Fall.

**NURS 768 - Primary Care Management Practicum IV (3)**

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: None. Corequisite: NURS 767. Offered: Fall.

**NURS 769 - Primary Care Management Clinical Immersion (4)**

Final clinical experience with a focus on immersion as a learning technique. Clinical practice under the joint supervision of faculty and preceptors emphasizing the care of patients in a variety of health care settings including specialty practices.

Prerequisite: NURS 767, NURS 768. Corequisite: NURS 770. Offered: Spring.

**NURS 770 - Transition into Practice (1)**

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. Emphasis on current ethical, legal, and professional issues affecting the advanced practice nursing role. Preparation for Certification Testing.

Prerequisite: NURS 767, NURS 768. Corequisite: NURS 769. Offered: Spring.

**NURS 780 - Psychopharmacology (3)**

A survey of physiological and behavioral effects of the major classes of psychoactive drugs including therapeutic agents and drugs of abuse, including their therapeutic indications, mechanisms of action, and side effects.

Prerequisite: None. Corequisite: None. Offered: Summer.

**NURS 781 - Psych Mental Health Management I (3)**

This course provides the theoretical basis for the competencies of the Psychiatric Mental Health Nurse Practitioner (PMHNP). This course lays the scientific foundation for independent practice in the PMHNP role in mental health promotion, disease prevention, diagnosis, and management of illness in psychiatric patients across the lifespan. Psychotherapies and theories of psychopathology are surveyed with emphasis on collaboration, partnership development among patients, families, and interprofessional teams.

Prerequisite: NURS 752, NURS 754, NURS 756, NURS 780. Corequisite: NURS 782. Offered: Fall.

**NURS 782 - Psych Mental Health Practicum I (3)**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of clients with alterations in mental health in a variety of health care settings. Emphasizes advanced practice to address mental health needs clients who are accessing care in the outpatient setting.

Prerequisite: None. Corequisite: NURS 781. Offered: Fall.

**NURS 783 - Psych Mental Health Management II (3)**

The focus of this course is on examining and understanding key concepts in the diagnosis and management of serious and persistent psychiatric disorders and mental health problems in individuals. Techniques for the management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling for clients with serious and persistent mental health problems. Emphasis is placed on differentiating signs and symptoms to formulate possible diagnoses.

Prerequisite: NURS 781, NURS 782. Corequisite: NURS 784. Offered: Spring.

**NURS 784 - Psych Mental Health Practicum II (3)**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of clients with alterations in mental health in a variety of health care settings. Emphasizes advanced practice to address mental health needs of clients who are accessing care in the inpatient mental health setting.

Prerequisite: None. Corequisite: NURS 783. Offered: Spring.

**NURS 785 - Psych Mental Health Management III (3)**

The focus is on comprehension and clinical reasoning in the selection and use of a variety of therapeutic modalities used in the management of individuals and families with acute and/or chronic alterations in psychiatric/mental health status and functioning across the lifespan. Pharmacologic and non-pharmacologic treatment modalities are explored.

Prerequisite: NURS 783, NURS 784. Corequisite: NURS 786. Offered: Summer.

**NURS 786 - Psych Mental Health Practicum III (3)**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of clients with alterations in mental health in a variety of health care settings. Emphasizes advanced practice to address mental health needs of clients who are accessing care in the outpatient and/or inpatient mental health setting.

Prerequisite: None. Corequisite: NURS 785. Offered: Summer.

**NURS 787 - Psych Mental Health Management IV (3)**

The focus is on synthesis of knowledge and implementation of the role of the Psychiatric-Mental Health Nurse Practitioner (PMHNP). Experiences emphasize clinical decision-making in an inter-professional environment with focus on the PMHNP as a principle provider of care for individuals with acute and chronic psychiatric/mental health disorders across the lifespan.

Prerequisite: NURS 785, NURS 786. Corequisite: NURS 788. Offered: Fall.

**NURS 788 - Psych Mental Health Practicum IV (3)**

Clinical practice under the joint supervision of faculty and preceptors emphasizing advanced nursing knowledge in the management of clients with alterations in mental health in a variety of health care settings. Emphasizes clinical decision-making in an inter-professional environment with focus on the PMHNP as a principle provider of care for individuals with acute and chronic psychiatric/mental health disorders in the community, inpatient, and/or outpatient setting.

Prerequisite: None. Corequisite: NURS 787. Offered: Fall.

**NURS 789 - PMHNP Management Clinical Immersion (4)**

Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.

Prerequisite: NURS 787, NURS 788. Corequisite: None.  
Offered: Spring.

**NURS 800 - Interprofessional Collaboration Practicum - APRN (1)**

Students will have an opportunity to experience other healthcare professional settings that are essential adjuncts to primary care practice. Special emphasis will be placed on immersion experiences with other healthcare professionals to whom primary care providers may refer or with whom they may collaborate. The purpose of the immersion is to expand student knowledge of other healthcare professions and the role they play in the greater healthcare collaborative process, as well as how nurse practitioners can include these professions in the healthcare team.

Prerequisite: None. Corequisite: None. Offered: Summer.

**NURS 801 - Interprofessional Collaboration Practicum - Leadership (3)**

The focus of this course is on interprofessional collaboration with a variety of disciplines to identify their role in care of patients across the lifespan in a practice or system setting aligned with the student's population focus or specialty.

Prerequisite: None. Corequisite: None. Offered: As Needed.

**NURS 802 - Human Flourishing and Health Promotion (3)**

The focus of this course is on theoretical foundations of health promotion and self-care for both the provider and the patient. Exploration of complementary and alternative modalities of care will be included.

Prerequisite: None. Corequisite: None. Offered: Fall.

**NURS 804 - Health Economics, Policy, and Ethics (3)**

Students will explore the relationship of economic issues, health policy, and health care delivery in the United States health care system. This course will prepare the nurse leader with an understanding of how health care is organized, financed, and delivered in the United States. Students will develop verbal and written communication skills for professional audiences regarding application of best practice to health care policy.

Prerequisite: None. Corequisite: None. Offered: Fall.

**NURS 806 - Population Health (3)**

This course prepares the student to implement specialty population-based disease prevention and health promotion activities to achieve national and global goals of improving worldwide health. Focus will be on issues affecting health outcomes including patient safety, emerging infectious diseases, disaster preparedness, disparities in health and health care services, and the impact of personal behaviors and lifestyle choices. Additional emphasis will be on the use of scientific approaches to analyze population data to better understand determinants of health and illness.

Prerequisite: None. Corequisite: None. Offered: Summer.

**NURS 808 - Informatics (3)**

This course focuses on the practice and application of nursing informatics through the examination of concepts, theories, models, and phenomena relevant to the discipline. The use of information systems in the management and support of evidence-based practice is a focus in the course. Conceptual and functional components of information management will be discussed along with their application within the healthcare arena.

Prerequisite: None. Corequisite: None. Offered: Fall and Spring.

**NURS 810 - Evidence-Based Practice (3)**

Examination of evidence-based nursing including types and levels of evidence, research process, critique, and synthesis of research studies. Science of implementation.

Prerequisite: None. Corequisite: None. Offered: Spring.

**NURS 812 - Program Planning and Evaluation (3)**

A critical analysis of methods for practical program planning and evaluation for advanced nursing professionals in leadership roles; includes evaluation of approach and design, intervention processes including stakeholder issues, measurement issues, and strategies to evaluate outcomes achievement.

Prerequisite: None. Corequisite: None. Offered: Fall and Spring.

**NURS 814 - Leadership and Operations Management (3)**

This course prepares advanced practice nurses to use innovative leadership and management skills to change practice environments which may include academic, clinical, and administrative settings. The integration of legal, fiscal, quality improvement, ethical, and other variables that affect practice environments will be explored.

Prerequisite: None. Corequisite: None. Offered: Spring.

### **NURS 816 - Scholarly Teaching and Learning (3)**

Critical analysis of pedagogy to design innovative teaching-learning models and create educational experiences that achieve desired learner outcomes.

Prerequisite: None. Corequisite: None. Offered: Summer.

### **NURS 818 - Special Topics in Doctoral Nursing Studies (1-3)**

Analysis and study of special topics in nursing and health care.

Prerequisite: None. Corequisite: None. Offered: As Needed.

### **NURS 850 - DNP Project I (3)**

Application of advanced nursing knowledge with emphasis on practice issue recognition, completion and analysis of a thorough needs assessment, and project proposal. Students will earn practice hours toward the required 1,000 hours for DNP program completion.

Prerequisite: NURS 812. Corequisite: None. Offered: Spring and Summer.

### **NURS 852 - DNP Project II (3)**

Application of advanced nursing knowledge with emphasis on practice issue recognition, completion and analysis of a thorough needs assessment, and project proposal. Students will earn practice hours toward the required 1,000 hours for DNP program completion.

Prerequisite: NURS 850. Corequisite: None. Offered: Summer and Fall.

### **NURS 854 - DNP Project III (3)**

This course will culminate in implementation, interpretation of data/outcomes, and dissemination of the results. Students will earn practice hours toward the required 1,000 hours for DNP program completion.

Prerequisite: NURS 852. Corequisite: None. Offered: Fall and Spring.

### **NURS 856 - DNP Project IV (3)**

This course will culminate in implementation, interpretation of data/outcomes, and dissemination of the results. Students will earn practice hours toward the required 1,000 hours for DNP program completion.

Prerequisite: NURS 854. Corequisite: None. Offered: Spring and Summer.

### **NURS 858 - DNP Project Continuation (3)**

DNP Project continuation for students who have completed the required credit hours for the DNP degree but have not yet successfully completed the DNP Project requirements as described in NURS 854 and NURS 856. Students who do not complete their DNP Project requirement by the end of NURS 856 will be required to register for NURS 858 each semester until the DNP Project requirement is met.

Prerequisite: NURS 856. Corequisite: None. Offered: As Needed.

## **PSYC - Psychology**

### **PSYC 520 - Exercise and Sport Psychology (3)**

Provides for in-depth study of the psychological skills and methods in sport and exercise, and how sport psychologists, coaches, therapists, athletes, and exercisers use these skills and methods to positively effect sport and exercise participation, performance, motivation, and enjoyment.

Offered: Spring.

## **RELI - Religious Studies**

### **RELI 600 - Research Seminar (3)**

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

Offered: Fall.

### **RELI 605 - Biblical Studies Seminar (3)**

A study of contemporary approaches to interpreting the Biblical text.

Offered: As Needed.

### **RELI 610 - Advanced Hebrew Exegesis Seminar (3)**

An intensive study of selected portions of the Hebrew Bible.

Offered: As Needed.

### **RELI 615 - Old Testament Seminar (3)**

An intensive study of selected topics in the Old Testament.

Offered: As Needed.

### **RELI 620 - Advanced Greek Exegesis Seminar (3)**

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

Offered: As Needed.

### **RELI 625 - New Testament Seminar (3)**

An intensive study of selected topics in the New Testament.

Offered: As Needed.

**RELI 630 - Historical Studies Seminar (3)**

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

Offered: As Needed.

**RELI 640 - Theological Studies Seminar (3)**

A study of selected topics and issues in theology studies.

Offered: As Needed.

**RELI 650 - Philosophy of Religion Seminar (3)**

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

Offered: As Needed.

**RELI 660 - World Religions Seminar (3)**

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

Offered: As Needed.

**RELI 661 - Special Topics in Religious Studies and Philosophy (3)**

In consultation with a student's advisor, a course offered by the Department of Religious Studies and Philosophy or the School of Divinity may be cross-listed as an MA course using number 661 (with appropriate adjustment to course requirements) and renamed as appropriate (may be used multiple times).

Offered: As Needed.

**RELI 670 - Psychology of Religion Seminar (3)**

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

Offered: As Needed.

**RELI 680 - Literature and Religion Seminar (3)**

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

Offered: As Needed.

**RELI 685 - Religious Instruction Seminar (3)**

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

Offered: As Needed.

**RELI 690 - Graduate Internship (3)**

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

Offered: As Needed.

**RELI 695 - Thesis (3)**

Development of a thesis on an approved topic in the student's concentration, under the guidance of a faculty advisor approved by the Department of Religious Studies and Philosophy.

Offered: As Needed.

**SPED - Sport Education****SPED 555 - Special Topics (3)**

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

Offered: As Needed.

**SPED 600 - Research in Sport Pedagogy (3)**

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.

Offered: Fall.

**SPED 601 - Instructional Strategies (3)**

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. Offered: Spring, Odd Years.

**SPED 602 - Scientific Principles of Human Performance (3)**

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. Offered: Spring, Even Years.

**SPED 603 - Contemporary Concepts of Wellness (3)**

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. Offered: Spring, Odd Years.

**SPED 604 - Sport in Society (3)**

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

Offered: Summer, Odd Years.



**SPED 605 - Sport and Physical Education for Diverse Populations (3)**

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.

Offered: Summer, Even Years.

**SPED 606 - Sport and Physical Education Administration (3)**

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

Offered: Spring, Even Years.

**SPED 607 - Legal Issues of Sport and Physical Education (3)**

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.

Offered: Summer, Even Years.

**SPED 608 - Psychology of Sport (3)**

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

Offered: As Needed.

**SPED 609 - Supervision and Evaluation of Instruction (3)**

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.

Offered: As Needed.

**SPED 610 - Theories of Motor Development (3)**

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.

Offered: As Needed.

**SPED 611 - Physical Education Seminar (3)**

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.

Offered: As Needed.

**SPED 612 - Leadership and Ethics in Sport Pedagogy (3)**

An examination of the unique ethical challenges faced by sport and physical activity leaders with an emphasis on building leadership skills and ethical competency through self-assessment, challenge, and feedback.

Offered: Fall, Odd Years.

**SPED 613 - Coaching Theory (3)**

This course is an examination of the skills required for effective coaching. The primary goal of the course is to develop and enhance knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives while working with athletes.

Offered: Summer, Odd Years.

**SPMG - Sport Management**

**SPMG 602 - Sport Ethics (3)**

Students will develop their own philosophy of ethics and analyze ethical theories and principles, integrating them with sport management professional leadership positions as it relates to corporate social responsibility.

Offered: As Needed.

**SPMG 604 - Sport Governance (3)**

This course examines sport-specific organizational structures' governance and policy development at the community, state/provincial, national, and international levels in North America.

Offered: As Needed.

**SPMG 620 - Sport Financial Structures (3)**

Evaluating the sport financial structures related to raising, managing, and spending capital in sport settings.

Offered: As Needed.

**SPMG 625 - Sport Marketing (3)**

An analysis on developing and implementing successful sport marketing plans.

Offered: As Needed.

**SPMG 633 - Entrepreneurial Management (3)**

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.

Cross-Listed as: BADM 633. Offered: As Needed.

**SPMG 640 - Business Law and Ethics (3)**

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.

Cross-Listed as: BADM 640. Offered: As Needed.

**SPMG 645 - Sport Event Management (3)**

The unique theoretical aspect of the sport industry is synthesized to produce a successful sporting event as it relates to the planning, staffing, organizing, and evaluating and controlling.

Offered: As Needed.

**SPMG 650 - International Sport (3)**

The global expansion of the sport industry demands that sport leaders assess the cross-cultural context of modern sport on an international level.

Offered: As Needed.

**SPMG 690 - Mentorship in Sport Management (3)**

Provides the opportunity to gain valuable mentoring experience with an actual sport management leader. Implementation is accomplished by correlating academic experience with professional experience under careful supervision by a faculty advisor. Students are required to complete 300 hours in the mentorship experience. It is recommended that students take this course after completing at least four sport-management-specific courses. Also, it is recommended, not required, to complete the mentorship over a three-to-four-month time span, allowing for stronger relationships to be built with the mentor and a more robust experience in the sport management industry. When registering for the course during an eight-week time section, the student must complete the mentorship by the end of the next eight-week time section. The student will be given an "IN" until the mentorship hours and assignments for the course are completed.

Offered: As Needed.

**SPMG 691 - Sport Psychology (3)**

A synthesis of psychological theories and issues associated with sport settings and organizations.

Offered: As Needed.

**SPMG 696 - Topics in Sport Management (3)**

Examines current events and topics in sport management such as: sport facility design and management, olympic games, critical issues in sport management, sport marketing, sport economics, sport finance, intercollegiate athletics, campus recreation, sport tourism, and international sport among others. Topics will vary for each course offering. May be repeated for credit when content varies.

Offered: As Needed.

**WMGT - Wealth and Trust Management****WMGT 601 - Income Tax Planning (3)**

Study of the Federal Income Tax Law and fundamentals related to individual income tax. This course addresses tax planning to reduce the impact of federal income tax and focuses on the income tax curriculum of the CFP.

Offered: Summer.

**WMGT 604 - Transfer Taxation (3)**

An advanced study of gift, estate, and trust taxation, including federal and state transfer tax laws. The course will emphasize the tax issues involved in wealth transfer and transmission.

Offered: Fall.

**WMGT 605 - Financial Planning Strategies (3)**

A study of the financial planning process, including the utilization of financial statement analysis, risk management, education planning, investment management, retirement planning, tax planning, estate planning, and business transition planning. This course will also cover the CFP Board's Ethics and Standards of Professional Conduct.

Offered: Fall.

**WMGT 610 - Investment Strategies (3)**

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.

Offered: Fall.

**WMGT 615 - Advanced Fiduciary Principles and Investment Management (3)**

An advanced study of investment advisors, 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.

Offered: As Needed.

**WMGT 620 - Insurance and Risk Management (3)**

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, and 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.

Offered: Summer, Odd Years.

**WMGT 621 - Advanced Investment Strategies (3)**

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.

Offered: Spring.

**WMGT 625 - Advanced Estate Planning (3)**

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.

Offered: Spring.

**WMGT 630 - Retirement Planning Strategies (3)**

A comprehensive study of retirement planning, with an advanced examination of E.R.I.S.A. and an in-depth review of retirement offerings. An examination of the Social Security system, including benefits, taxation issues, disability, and Medicare considerations, along with a review of current trends and proposals. Finally, an examination of employee and group benefits and their essential role in the individual's quest for financial freedom.

Offered: Spring.

**WMGT 640 - Advanced Securities and Financial Regulation (3)**

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.

Offered: Summer, Even Years.

**WMGT 650 - Wealth Transfer Seminar (Capstone) (3)**

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.

Offered: Spring and Fall.

# School of Divinity Course Descriptions

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## DSCE - Christian Education

### **DSCE 105 - Teaching and Learning in the Church (3)**

A study of the design of interactive instruction based on learning theories. Special attention is given to lesson/unit planning, assessment of learning, construction of course syllabi, and developing a philosophy of teaching.

Offered: As Needed.

### **DSCE 110 - Foundations for Discipleship and Ministry (3)**

A study of human formation through the lens of the *Missio Dei* (Mission of God) in the world. Attention is given to the missional appropriateness of contemporary organizational models based on criteria rooted in current movements in North America.

Offered: As Needed.

### **DSCE 115 - Administration and Leadership in the Church (3)**

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. Prerequisite: DSSF 100.

Offered: Fall.

### **DSCE 200 - Youth Ministry (3)**

A critical study of teens, youth cultures, youth families, safety rules, and the role of forming youth through proclamation, worship, education, service, and fellowship. Attention is given to an inter-generational context.

Offered: As Needed.

### **DSCE 206 - Childhood Ministry (3)**

A study of childhood development, age-appropriate methodologies, safety rules, and the role of forming children through proclamation, worship, education, service, and fellowship. Attention is given to an inter-generational context.

Offered: As Needed.

### **DSCE 210 - Adulthood Ministry (3)**

A critical study of adulthood theories and andragogical methodologies for the purpose of engaging adults in proclamation, worship, education, service, and fellowship.

Offered: As Needed.

### **DSCE 211 - College Student Ministry (3)**

A study of issues related to college ministries such as, but not limited to: grief, family relationships, sexuality, issues of faith, ethics, social media (social mores), finances, college debt, community life and skills, different roles and rules of life, and international students. Attention is given to how to plan, carry out, and evaluate structures for campus ministry and parachurch ministries in light of church curricula in areas such as mission, evangelism/missional engagement, fellowship, and discipleship.

Offered: As Needed.

### **DSCE 300 - Designing Curricula for Christian Education and Formation (3)**

A study of curriculum design principles for the enabling of spiritual formation and engagement in ministry. Attention is given to methodology that best invites persons to become habituated in Jesus' ways of living.

Offered: As Needed.

### **DSCE 310 - Leadership with Volunteers (3)**

An examination of the theological bases for working with people in ministry. Attention is given to enlisting, placing, inspiring, retaining, evaluating, and coaching volunteers in ministry.

Offered: As Needed.

### **DSCE 400 - Congregational Health Through Formation Practicum (6)**

In conjunction with DSPC 201 Clinical Pastoral Education in the Parish, a person pursuing a Master of Divinity degree in Congregational Health through Formation: Christian Education may choose a practicum in any area of church-related ministry. Please see the DSPC 201 course description for further information.

Offered: As Needed.

### **DSCE 401 - Selected Topics in Spiritual Formation/Christian Education (3)**

A theological, theoretical, historical, and practical study of a particular issue/challenge related to the vocation of Congregational Health through Formation. This course may be repeated for credit if course content is different.

Offered: As Needed.

### **DSCE 451 - Writing for Publication Seminar (3)**

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: DSCE 105 Teaching and Learning in the Church, and nine hours of biblical studies electives.  
Offered: As Needed.

## **DSDM - Doctoral Ministry**

### **DSDM 501 - The Ministry as Lifelong Learning (2)**

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 lifelong learning as a minister.

Offered: Fall.

### **DSDM 502 - The Ministry as Lifelong Learning: Pastoral Care and Counseling (2)**

This seminar includes a segment on hermeneutics as interpreting stories--biblical stories, a person's own story, and the stories of others.

Offered: Fall.

### **DSDM 510 - The Ministry of Biblical Interpretation (4)**

This seminar is a study of various historical interpretative approaches to both the Old and New Testaments.

Offered: Fall.

### **DSDM 520 - The Ministry of Worship (4)**

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 worshiping community and planning and evaluation of worship.

Offered: Fall, Even Years.

### **DSDM 521 - The Ministry of Preaching (4)**

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.

Offered: January, Odd Years.

### **DSDM 530 - The Ministry of Christian Education and Administration (4)**

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.

Offered: As Needed.

### **DSDM 531 - The Ministry of Leadership in the Church (4)**

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.

Offered: Spring, Odd Years.

### **DSDM 535 - Educating the Church Through Christian Spirituality (4)**

This seminar evaluates the history of Christian education and of Christian spirituality and their impact on spiritual formation. Attention will be given to practical exercises to be carried out in private and corporate life.

Offered: January, Even Years.

**DSDM 540 - The Ministry of Pastoral Care (4)**

The role of the minister as pastoral caregiver 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.

Offered: As Needed.

**DSDM 541 - Conflict Resolution in the Church (4)**

This seminar will examine the dynamics of conflict in the church. Attention will be given to assessing conflict from intrapersonal, interpersonal, and systemic perspectives.

Offered: Spring, Even Years.

**DSDM 550 - The Ministry and the World (4)**

This seminar will challenge the student to engage in the important missiological issues related to being a Christian witness in a culturally-diverse context.

Offered: Fall, Odd Years.

**DSDM 551 - Mission and Ministry in a Pluralistic World (4)**

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.

Offered: As Needed.

**DSDM 552 - Mission and Cross-Cultural Ministry (4)**

This seminar will challenge the student to engage the important missiological issues related to being a Christian witness in a culturally-diverse context.

Offered: As Needed.

**DSDM 553 - Mission Strategies for Ministry (4)**

This seminar seeks to equip the student to be effective in use of relevant mission and ministry strategies.

Offered: As Needed.

**DSDM 560 - Life Long Learning (2)**

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.

Offered: Fall.

**DSDM 561 - Pastoral Theology in Faith and Practice (4)**

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.

Offered: Fall.

**DSDM 563 - Clinical Aspects of Care (4)**

This course will address issues of diagnosis/assessment (including spiritual assessments), pathology (DSM IV, TR Revised), addictions, and interventions.

Offered: Spring.

**DSDM 564 - Interpersonal Relationships and Family Systems Theory (4)**

This course will address such issues as parent/child relationships, triangulation, family patterns, stepfamilies, healthy and dysfunctional families, MKs, and third-culture kids.

Offered: Spring.

**DSDM 565 - Crisis Intervention Theories (4)**

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.

Offered: Summer.

**DSDM 580 - Clinical and Pastoral Education (3)**

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.

Offered: As Needed.

**DSDM 581 - Supervision I (3)**

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.

Offered: As Needed.

**DSDM 582 - Supervision II (3)**

This course in supervision is a continuation of DSDM 581.

Offered: As Needed.

**DSDM 583 - Supervision III (3)**

This course in supervision is a remedial semester for certain students.

Offered: As Needed.

### **DSDM 585 - Supervised Ministry I and II (6)**

This seminar includes 400 hours of supervised ministry, with at least 100 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.

Offered: As Needed.

### **DSDM 586 - Supervised Ministry I and II (6)**

This seminar includes 400 hours of supervised ministry, with at least 100 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.

Offered: As Needed.

### **DSDM 590 - Ministry Project Proposal Workshop (0)**

This workshop assists the student in developing a project proposal to be submitted to the faculty for approval.

Offered: January.

### **DSDM 591 - Ministry Project Development I (3)**

The approved project is implemented in this course under the direction of the student's project committee.

Offered: As Needed.

### **DSDM 592 - Ministry Project Development II (3)**

The approved project is completed, analyzed, and defined by the student in this course under the direction of the student's project committee. Additional fee required.

Offered: As Needed.

### **DSDM 593 - Ministry Project Extension (0)**

This course provides an additional semester if needed.

Offered: As Needed.

## **DSET - Christian Ethics**

### **DSET 100 - Christian Ethics (3)**

Biblical and historical studies of Christian ethics, with contemporary applications.

Offered: Spring.

### **DSET 401 - Selected Topics in Ethics (3)**

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.

Offered: As Needed.

## **DSGK - Greek**

### **DSGK 100 - Greek I (3)**

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.

Offered: Summer.

### **DSGK 101 - Greek II (3)**

A continuation and expansion of Greek I with special attention given to the translation of passages from the Greek New Testament.

Prerequisite: DSGK 100 or equivalent coursework. Offered: Fall.

### **DSGK 202 - Galatians (3)**

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: DSGK 100 and DSGK 101 or equivalent.

Offered: As Needed.

### **DSGK 203 - Ephesians (3)**

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: DSGK 100 and DSGK 101 or equivalent.

Offered: As Needed.

### **DSGK 204 - Luke (3)**

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: DSGK 100 and DSGK 101 or equivalent.

Offered: As Needed.

**DSGK 205 - Colossians (3)**

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: DSGK 100 and DSGK 101 or equivalent.  
Offered: As Needed.

**DSGK 206 - 1 Corinthians (3)**

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: DSGK 100 and DSGK 101 or equivalent.  
Offered: As Needed.

**DSGK 207 - The Gospel of John (3)**

An exegetical and theological study of the Gospel of John 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. The Greek focus of this course will involve additional time devoted to the translation and reading of the Greek text of John as well as a major research project which is language-related.

Offered: As Needed.

**DSGK 401 - Selected Readings in Greek (3)**

The translation and interpretation of various biblical and/or extra-biblical Greek texts.

Prerequisite: DSGK 100 and DSGK 101 or equivalent.  
Offered: As Needed.

**DSHB - Hebrew****DSHB 100 - Hebrew I (3)**

An introduction to the grammar and syntax of biblical Hebrew.

Offered: Summer.

**DSHB 101 - Hebrew II (3)**

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: DSHB 100 or equivalent. Offered: Fall.

**DSHB 200 - Hebrew Exegesis: Genesis (3)**

An exegetical study of Genesis.

Prerequisite: DSHB 101 or equivalent. Offered: As Needed.

**DSHB 203 - Hebrew Exegesis: Amos (3)**

An exegetical study of Amos.

Prerequisite: DSHB 101 or equivalent. Offered: As Needed.

**DSHB 206 - Hebrew Exegesis: Psalms (3)**

An exegetical study of Psalms.

Prerequisite: DSHB 101 or equivalent. Offered: As Needed.

**DSHB 401 - Selected Readings in Hebrew (3)**

The translation and interpretation of various biblical and extra-biblical Hebrew texts.

Prerequisite: DSHB 100 and DSHB 101 or their equivalent.  
Offered: As Needed.

**DSHS - Historical Studies****DSHS 100 - Introduction to Christian History I (3)**

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.

Offered: Fall.

**DSHS 101 - Introduction to Christian History II (3)**

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.

Offered: Spring.

**DSHS 201 - The English Reformation (3)**

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.

Offered: As Needed.

**DSHS 401 - Selected Topics in Church History (3)**

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.

Offered: As Needed.



## DSIS - Intercultural Studies

### **DSIS 200 - Worldview Studies (3)**

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.

Offered: As Needed.

### **DSIS 201 - Contemporary Religious Movements (3)**

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.

Offered: As Needed.

### **DSIS 210 - Introduction to Islamic Studies (3)**

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.

Offered: As Needed.

### **DSIS 300 - Transformational Leadership (3)**

This is a critical study of the religious and sociocultural foundations of individual transformation based on a spiritual encounter and its impact on society.

Offered: As Needed.

### **DSIS 301 - Community Organizing and Development (3)**

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.

Offered: As Needed.

### **DSIS 302 - Urban Studies (3)**

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.

Offered: As Needed.

### **DSIS 303 - Cultural Anthropology (3)**

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.

Offered: As Needed.

### **DSIS 305 - Diaspora Studies (3)**

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.

Offered: As Needed.

### **DSIS 310 - Transformational Movements in the Texts (3)**

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.

Offered: As Needed.

### **DSIS 311 - Transformational Movements in Historical-Contemporary Perspectives (3)**

This course studies the origin and developmental stages of transformational movements, based on a missional worldview in cultures around the world. Students will also analyze current trends and issues that are relevant to the motifs of transformation and change in faith communities and contemporary society.

Offered: As Needed.

### **DSIS 312 - Mass Movements in Contemporary Perspectives (3)**

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.

Offered: Every Third Semester.

**DSIS 400 - ICS Case Studies, Ethnographic Research, Applied Linguistics (3)**

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 instructor. Non-ICS students may take this course as an elective.

Offered: As Needed.

**DSIS 401 - Special Topics in Intercultural Studies (3)**

A practical, historical, theological, or cross-cultural study of a particular issue/challenge related to the arena of intercultural studies. May be repeated if course content is different.

Offered: As Needed.

**DSLGL - Biblical Languages****DSLGL 105 - Biblical Aramaic (3)**

An introduction to Biblical Aramaic and a study of its grammar, syntax, and vocabulary, including the reading of biblical texts written in Aramaic.

Prerequisite: DSHB 100 and DSHB 101 or their equivalents. Offered: As Needed.

**DSLGL 115 - Theological German (3)**

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.

Offered: As Needed.

**DSMN - Christian Ministry****DSMN 100 - Life and Work of the Minister (3)**

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.

Offered: As Needed.

**DSMN 201 - Worship through Proclamation (3)**

This course explores the intersection of worship and proclamation. It gives attention to the history of Christian preaching, its theological framework, the centrality of proclamation in the worship life of the church, and the necessity of understanding the role context plays in the discipline. Diverse homiletical theories are celebrated and encouraged with primary attention placed upon narrative-based expression. A required component of the class is a preaching lab in which the student will gain practical experience in developing and preaching an original sermon.

Offered: Spring.

**DSMN 300 - Preaching from the Gospels (3)**

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?

Offered: As Needed.

**DSMN 301 - Preaching Practicum (3)**

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: DSMN 201. Offered: As Needed.

**DSMN 401 - Selected Topics in Christian Ministry (3)**

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.

Offered: As Needed.

**DSMS - Missions****DSMS 200 - World Religions (3)**

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.

Offered: As Needed.

**DSMS 201 - Contemporary Religious Movements (3)**

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.

Offered: As Needed.

### **DSMS 210 - Introduction to Islam (3)**

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.

Offered: As Needed.

### **DSMS 300 - Evangelism and Discipleship (3)**

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.

Offered: As Needed.

### **DSMS 301 - Church Planting and Development (3)**

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.

Offered: As Needed.

### **DSMS 302 - Urban Missiology (3)**

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.

Offered: As Needed.

### **DSMS 303 - Cultural Anthropology for Church ministry (3)**

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.

Offered: As Needed.

### **DSMS 304 - Jesus in a Global Perspective (3)**

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.

Offered: As Needed.

### **DSMS 305 - Diaspora Missions for Intercultural Diversity (3)**

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.

Offered: As Needed.

### **DSMS 310 - Mission in Biblical-Theological Perspectives (3)**

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.

Offered: Fall.

### **DSMS 311 - Mission in Historical-Contemporary Perspectives (3)**

This course studies the beginnings and developmental stages of Christian missions and the major forces, personalities, and circumstances that contributed to its expansion, and how it was understood and practiced throughout the history of the church. Students will also examine current trends and issues in *g/local* missions that are relevant to the contemporary practice of world evangelization and contextual discipleship.

Offered: As Needed.

### **DSMS 312 - Mission in Contemporary Perspectives (3)**

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.

Offered: Every Third Semester.

### **DSMS 400 - Missions Case Studies (3)**

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 instructor.

Offered: As Needed.

**DSMS 401 - Selected Topics in Missiology (3)**

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.

Offered: As Needed.

**DSNT - New Testament Studies****DSNT 100 - Introduction to the New Testament I (3)**

A study of the background, history, literary genre, and theology of the canonical Gospels beginning with the inter-biblical period.

Offered: Fall.

**DSNT 101 - Introduction to the New Testament II (3)**

A study of the background, history, literary genre, and theology of the Book of Acts, the Letters of Paul, the General Letters, and Revelation.

Offered: Spring.

**DSNT 201 - The Gospel of Matthew (3)**

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.

Offered: As Needed.

**DSNT 202 - The Gospel of Mark (3)**

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.

Offered: As Needed.

**DSNT 203 - The Gospel of Luke (3)**

An exegetical and theological study of the Gospel of Luke, 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.

Offered: As Needed.

**DSNT 204 - The Gospel of John (3)**

An exegetical and theological study of the Gospel of John, 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.

Offered: As Needed.

**DSNT 205 - The Book of Acts (3)**

An exegetical and theological study of the Book of Acts, 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.

Offered: As Needed.

**DSNT 206 - 1 Corinthians (3)**

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.

Offered: As Needed.

**DSNT 209 - Galatians (3)**

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.

Offered: As Needed.

**DSNT 210 - Ephesians (3)**

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.

Offered: As Needed.

**DSNT 220 - James (3)**

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.

Offered: As Needed.

### **DSNT 306 - Romans (3)**

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.

Offered: As Needed.

### **DSNT 310 - Revelation (3)**

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.

Offered: As Needed.

### **DSNT 401 - Selected Topics in New Testament (3)**

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.

Offered: As Needed.

### **DSNT 405 - The Theology of Luke-Acts (3)**

A literary and theological study of the major themes and emphases employed by the author of Luke-Acts.

Prerequisite: DSNT 100 and DSNT 101. Offered: As Needed.

### **DSNT 407 - Studies in Pauline Theology (3)**

A study of the various theological motifs, themes, and emphases of the Apostle Paul as expressed in his epistles.

Prerequisite: DSNT 100 and DSNT 101. Offered: As Needed.

### **DSNT 408 - Studies in Johannine Theology (3)**

A study of the theological emphases of the various Johannine communities as reflected in their writings in the New Testament.

Prerequisite: DSNT 100 and DSNT 101. Offered: As Needed.

### **DSNT 412 - The Parables of Jesus (3)**

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: DSNT 100 and DSNT 101. Offered: As Needed.

### **DSNT 414 - Biblical Hermeneutics (3)**

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: DSNT 100 and DSNT 101. Offered: As Needed.

## **DSOT - Old Testament Studies**

### **DSOT 100 - Introduction to the Old Testament I (3)**

An introductory survey of the Pentateuch and historical books of the Old Testament with attention to background, history, contents, and major themes.

Offered: Fall.

### **DSOT 101 - Introduction to the Old Testament II (3)**

An introductory survey of the prophets and writings in the Old Testament with attention to background, history, contents, and major themes.

Offered: Spring.

### **DSOT 200 - Genesis (3)**

A study of the English text of Genesis, with attention given to its composition, historical background, theological content, and hermeneutical application.

Offered: As Needed.

### **DSOT 205 - Isaiah (3)**

A study of the English text of Isaiah, with attention given to its composition, historical background, theological content, and hermeneutical application.

Offered: As Needed.

### **DSOT 206 - Jeremiah (3)**

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.

Offered: As Needed.

### **DSOT 308 - Amos And Hosea (3)**

A study of the English texts of Amos and Hosea, with attention given to composition, historical background, theological content, and hermeneutical application.

Offered: As Needed.

**DSOT 400 - Old Testament Theology (3)**

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.

Offered: As Needed.

**DSOT 401 - Selected Topics in Old Testament (3)**

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.

Offered: As Needed.

**DSOT 405 - The Wisdom Literature and Psalms (3)**

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.

Offered: As Needed.

**DSOT 410 - The Problem of Evil in the Biblical World (3)**

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.

Offered: As Needed.

**DSPC - Pastoral Care****DSPC 100 - Introduction to Pastoral Care and Counseling (3)**

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.

Offered: Fall.

**DSPC 105 - Ministering to the Chemically Dependent and their Families (3)**

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.

Offered: As Needed.

**DSPC 110 - Pastoral Theology (3)**

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.

Offered: As Needed.

**DSPC 115 - Pastoral Care of Families (3)**

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.

Offered: As Needed.

**DSPC 120 - Crisis Intervention in Pastoral Care (3)**

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.

Offered: As Needed.

**DSPC 125 - Grief, Loss, Death, and Dying (3)**

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.

Offered: As Needed.

**DSPC 200 - Clinical Pastoral Education (3-6)**

Training in pastoral care under supervision in an off-campus clinical setting whose program is accredited by the Association for Clinical Pastoral Education (1/2 unit = 3 hours; 1 unit = 6 hours).

Prerequisite: DSPC 100 and faculty approval. Offered: As Needed.

**DSPC 201 - Clinical Pastoral Education in the Parish (3)**

A supervised training designed to equip pastoral caregivers to strengthen pastoral and leadership skills and creatively facilitate the different dynamics of pastoral ministry. The focus is an in-depth study, reflection, and application of Family Systems Theory as a tool in Pastoral Care. This course is not designed for persons whose vocational goal is chaplaincy or other clinical settings, but is specifically focused on ministry in a parish setting.

Prerequisite: DSPC 100 and faculty approval. Offered: As Needed.

**DSPC 204 - Interpersonal Relationships in Ministry (3)**

An approach to the dynamics of the intrinsic cognitive, behavioral, and emotional responses of the individual and the group in relation to one's self, environment, and others.

Offered: As Needed.

**DSPC 210 - Chaplaincy Ministry (3)**

A study of the various opportunities for the church's ministry in traditional and non-traditional settings such as military, industrial, campus, hospital, and hospice.

Offered: As Needed.

**DSPC 225 - The Ministry of Marriage and Family Enrichment (3)**

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.

Offered: As Needed.

**DSPC 250 - The Psychology of Religious Experience (3)**

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.

Offered: As Needed.

**DSPC 255 - Human Behavior and Pathology/ Addiction (3)**

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.

Offered: As Needed.

**DSPC 280 - Conflict Ministry in Church and Community (3)**

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.

Offered: As Needed.

**DSPC 290 - Pastoral Care and Leadership in the African American Church (3)**

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.

Offered: As Needed.

**DSPC 400 - Pastoral Care and Counseling Practicum (3)**

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: DSPC 100 and approval of the instructor.

Offered: As Needed.

**DSPC 401 - Selected Topics in Pastoral Care and Counseling (3)**

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.

Offered: As Needed.

**DSPC 405 - Health and Spirituality (3)**

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.

Offered: As Needed.

**DSPC 411 - Pastoral Care through the Life Cycle (3)**

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.

Offered: As Needed.

## DSPH - Philosophy of Religion

### DSPH 100 - Philosophy of Religion (3)

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.

Offered: As Needed.

## DSSF - Spiritual Formation

### DSSF 100 - Introduction to Theological Education for Ministry (3)

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.

Offered: Fall and Spring.

### DSSF 200 - Spiritual Formation: The Christian Journey (3)

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. Each student will take part in a Supervised Ministry Experience, administered by the student's advisor, during the semester.

Prerequisite: An approved ministry placement as well as participation in a formation group are requirements for this course.. Offered: Fall and Spring.

### DSSF 201 - Readings in Spiritual Classics (3)

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: DSSF 100 and DSSF 200. Offered: As Needed.

### DSSF 202 - Creating Spiritual Formation Curricula (3)

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: DSSF 200, and three hours of biblical studies or three hours of theology. Offered: As Needed.

### DSSF 300 - Theological Integration Capstone Seminar (3)

Ministry reflection will be focused on self-awareness, interpersonal relationships, articulation and integration of theology and ministry, professional/pastoral identity, skill development, and the worship practices of the local church. At the conclusion of the seminar, the student will complete a capstone conference that will include an evaluation of the student portfolio and reflection upon progress relative to the strengths and weaknesses previously identified through mentor conferences and the student's first Supervised Ministry Experience.

Prerequisite: An approved ministry placement and successful completion of DSSF 100, DSOT 100 and DSOT 101, DSNT 100 and DSNT 101, DSTH 200 and DSTH 201, and DSSF 200. Group Formation is a requirement for this course.. Offered: Fall and Spring.

## DSTH - Theological Studies

### DSTH 200 - Introduction to Christian History and Theology I (3)

This course introduces students to the historical and theological development of the Christian tradition, with special attention to the history of the church and to the doctrines of revelation, God, creation, humanity, and sin examined from biblical, historical (including Baptist and other denominational traditions), philosophical, and systematic/constructive perspectives.

Offered: Fall.

### DSTH 201 - Introduction to Christian History and Theology II (3)

This course introduces students to the historical and theological development of the Christian tradition, with special attention to the history of the church and to the doctrines of Christology, pneumatology, soteriology, ecclesiology, and eschatology examined from biblical, historical (including Baptist and other denominational traditions), philosophical, and systematic/constructive perspectives.

Offered: Spring.

### DSTH 300 - Women In Ministry (3)

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.

Offered: As Needed.



### **DSTH 301 - The Cross (3)**

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.

Offered: As Needed.

### **DSTH 302 - Baptist and Free Church Theology (3)**

This course will focus on the manner in which distinctive Free Church ecclesiological perspectives inform the larger contributions of theology done in the Free Church tradition, with primary attention to the Baptist expression of this tradition. Special attention will be given to the expression of Baptist and Free Church Theology in confessions of faith, the writings of Baptist systematic theologians, ecumenical dialogue with other Christian traditions, and the efforts of Baptist congregations and associations of churches to bring their life together more fully under the rule of Christ.

Offered: As needed.

### **DSTH 303 - The Quest for Christian Unity (3)**

This course is an intensive study of the contributions of theology to the modern and contemporary quest for a visible unity in faith and order among the divided Christian churches. Special attention will be given to key theological documents of the modern ecumenical movement, bilateral and multilateral conversations between churches, and possibilities for the local embodiment of the quest for the unity Christ prayed for his church.

Offered: As needed.

### **DSTH 401 - Selected Topics in Christian Theology (3)**

A biblical, historical, or theological study of a particular Christian doctrine, theological tradition, or institution. May be repeated if course content is different.

Offered: As Needed.

## **DSTT - Theological Studies**

### **DSTT 400 - Study Tour of Israel and the Middle East (3)**

A guided study tour of Israel and the Middle East with emphasis upon the historical, geographical, archaeological, and biblical orientation of each site.

Offered: As Needed.

### **DSTT 410 - Study Tour of Greece and Turkey (3)**

A guided study tour of Greece and Turkey with an emphasis upon the historical, geographical, archaeological, cultural, and biblical orientation of each site.

Offered: As Needed.

- **Any Historical or Theological Elective (3)**

- **General Electives (6)**

- **MDiv Core (51)**

# Directory and Appendices

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## Officers of the Corporation

Jennifer Marion Mills, Chair, Mooresville, NC  
 Gary Smith, Vice Chair, Aiken, SC  
 Chris Welch, Secretary, Charlotte, NC  
 David Royster, Treasurer, Shelby, NC  
 William M. Downs, PhD, President  
 Ben C. Leslie, DTheol, Assistant Secretary  
 Robin G. Hamrick, MBA, Interim Assistant Treasurer

## Board of Trustees

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 Lamont Littlejohn, '99, '07, '16, Shelby, NC  
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 Maurice York, '96, Leesburg, GA

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David Brinkley, Kings Mountain, NC  
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 John Teeter, '76, Hickory, NC  
 Lisa C. Tucker, '89, Concord, NC

## 2021-2022 Faculty

William J. Achia, 2018, Assistant Professor in the Godbold College of Business; BA, Maseno University; MBA, Maharishi University; MITO, Illinois Institute of Technology; PhD, University of Wisconsin-Milwaukee.

Jonathan Ahearn, 2020, Assistant Professor of Exercise Science; BS, Gardner-Webb University; DPT, Medical University of South Carolina.

Hannah Allford, 2016, Instructor of English; BA, North Greenville University; MA, Gardner-Webb University.

Elizabeth S. Amato, 2014, Associate Professor of Political Science; BA, Berry College; MA, PhD, Baylor University.

Tracy Arnold, 2010, Associate Professor of Nursing; Director of the Hunt School of Nursing; ADN, BSN, MSN, DNP, Gardner-Webb University.

Ken Baker, 1999, Professor of Physical Education; Chair, Department of Health, Sport, and Physical Education; BA, Central Wesleyan College; MA, Furman University; PhD, University of Georgia.

Robert J. Bass, 1995, Professor of Mathematics; BS, University of North Carolina at Charlotte; MS, PhD, University of North Carolina at Chapel Hill.

Nicole Beaver, 2018, Instructor of Nursing; BSN, East Carolina University; MSN, Western Carolina University.

Donald L. Berry, 1999, Professor of Religious Studies; BA, University of Kentucky; MDiv, PhD, The Southern Baptist Theological Seminary; Additional Studies: University of Louisville, University of Chicago.

Diana Betts, 2020, Assistant Professor of Education; BA, High Point University; MA, East Carolina University; EdD, University of North Carolina at Wilmington.

Natalie Edwards Bishop, 2007, Assistant Professor; Associate Dean of the Library and University Archivist; BA, Wingate University; MLIS, University of North Carolina at Greensboro; EdD, Gardner-Webb University.

Kent B. Blevins, 1998, Professor of Religious Studies; BA, Wake Forest University; MDiv, PhD, The Southern Baptist Theological Seminary; Additional Study: The Catholic University of America.

Bruce W. Boyles, 2014, Professor of Education; Associate Provost for Professional and Graduate Studies; BM, Mars Hill University; ME, EdS, University of North Carolina at Charlotte; EdD, University of North Carolina at Greensboro.

Benjamin C. Brooks, 2003, Professor of Chemistry; BS, Clemson University; PhD, University of Virginia.

Sydney K. Brown, 2004, Professor of Education; Dean of the Gayle Bolt Price School of Graduate Studies; IRB Administrator; BA, MEd, PhD, University of North Carolina at Chapel Hill.

Jennifer J. Buckner, 2007, Professor of English; Chair, Department of English Language and Literature; Composition Studies Coordinator; BA, MA, University of North Carolina at Charlotte; PhD, Old Dominion University.

Prince Hycy Bull, 2018, Professor of Education; Dean, College of Education; BA, University of Sierra Leone, Fourah Bay College; MA, MEd, North Carolina Central University; PhD, North Carolina State University.

Charles S. Burch, 1997, Assistant Professor of Physical Education; Vice President for Athletics; BA, Gardner-Webb University; MS, Eastern Kentucky University.

Frances Bailey Burch, 2001, Professor of Education; BS, Lock Haven University; MA, Eastern Kentucky University; PhD, The University of Virginia.

Jamie Y. Camp, 2016, Assistant Professor and Principal Faculty in the Physician Assistant Studies Program; AS, Cleveland Community College; BS, University of North Carolina at Asheville; MPAS, East Carolina University.

David C. Campbell, 2012, Associate Professor of Geology; Chair, Department of Natural Sciences; BS, Davidson College; MS, PhD, University of North Carolina at Chapel Hill.

Robert W. Canoy, 2000, Professor of Christian Theology; Dean, M. Christopher White School of Divinity; BA, Mississippi College; MDiv, PhD, The Southern Baptist Theological Seminary. Additional Studies: Hebrew Union College and Jewish Institute of Religion.

David M. Carscaddon, 1990, Professor of Psychological Science and Counselor Education; Director, School of Psychological Science and Counselor Education; BA, University of North Carolina at Asheville; MA, Morehead State University; PhD, University of South Carolina.

Laura W. Carscaddon, 2003, Professor of Psychological Science and Counselor Education; Chair, Department of Counselor Education; Graduate Internship Coordinator; AA, Peace College; BA, University of North Carolina at Chapel Hill; MEd, University of North Carolina at Charlotte; EdD, University of Virginia.

Tereso C. Casiño, 2010, Professor of Missiology; BTh, Luzon Nazarene Bible College; MDiv, Asia-Pacific Nazarene Theological Seminary; ThD, Asia Baptist Graduate Theological Seminary; PhD, Asian Center for Theological Studies and Mission.

Paula A. Casper, 2005, Assistant Professor of Art; BS, Appalachian State University; BFA, University of North Carolina at Greensboro; MFA, East Tennessee State University.

Donald W. Caudill, 2008, Professor of Marketing; BS, Berea College; MBA, Morehead State University; MS, University of Memphis; PhD, Virginia Tech.

Marian Chadwick, 2019, Assistant Professor and Principal Faculty in the Department of Physician Assistant Studies; BS, MPAP, Campbell University.

Joshua G. Cheney, 2020, Visiting Assistant Professor of Music; BA, Campbell University; MM, Mercer University; DMA, Louisiana State University.

LaDonna Clark, 2021, Assistant Professor and Principal Faculty in the Department of Physician Assistant Studies; BA, the University of North Carolina at Chapel Hill; MHS, PA-C, Duke University; DMSc, University of Lynchburg.

Mark R. Cole, 2011, Associate Professor of Music Education; Director of the Marching Band; Chair, Department of Music; BM, University of Central Florida; MM, Florida State University; PhD, University of South Florida.

Erin E. Cook, 2018, Assistant Professor of Human Services; Program Coordinator of Human Services; BA, MA, Lenoir-Rhyne University; EdD, Gardner-Webb University.

Jennifer Costello, 2020, Instructor of Nursing; BS, Appalachian State University; ADN, Cleveland Community College; MSN, Appalachian State University.

Brian Cotton, 2020, Instructor of Business; BS, East Carolina University; MBA, MAcc, Gardner-Webb University.

Barbara G. Cox, 2004, Associate Professor of Criminal Justice; Chair, Department of Public Service; Coordinator of DCP Criminal Justice Program and TUG Criminal Justice Administration Program; BS, Gardner-Webb University; MPA, Appalachian State University; PhD, University of North Carolina.

Tamara A. Cox, 1995, Professor of French; BA, MA, University of Mississippi; PhD, University of North Carolina at Chapel Hill.

Homer Craig, 2016, Instructor of Criminal Justice; Program Coordinator for Criminal Justice; AA, Catawba Valley Technical Institute; BS, Gardner-Webb University; MS, University of Alabama.

Christopher V. Davis, 2001, Professor of English; BA, High Point University; MA, PhD, Florida State University.

Kathryn L. Davis, 2019, Professor of Physical Education/Health Education and Licensure Coordinator; BS, University of North Carolina at Greensboro; MA, University of North Carolina at Chapel Hill; PhD, Temple University.

Heather Deibler, 2019, Assistant Professor, Associate Director of Clinical Education, Department of Physician Assistant Studies; BA, Furman University; MSPAS, Arcadia University.

Pamela Dennis, 2015, Professor; Dean of the Library; BA, Western Carolina University; MCM, Southern Baptist Theological Seminary; MLS, Southern Connecticut State University; PhD, University of Memphis.

Ghassan A. Dib, 2008-2012, 2014, Instructor of Accounting; BA, University of Holy Spirit; MAcc, Gardner-Webb University; MBA, University of North Carolina at Charlotte.

Douglas M. Dickens, 2000, Professor of Pastoral Studies; BA, Ouachita Baptist University; MDiv, PhD, Southwestern Baptist Theological Seminary. Additional Studies: University of Arkansas College for Medical Sciences, Texas Christian University, Baylor University Medical Center, Samara State Medical University, Harvard University.

William M. Downs, 2019, Professor of Political Science; President; BA, North Carolina State University; MA, PhD, Emory University.

Cheryl A. Duffus, 2007, Professor of English; QEP Director; Chair of the Faculty; BA, Hollins University; MFA, Emerson College; PhD, University of Mississippi.

Matthew Duffus, 2015, Instructor of English Composition; Director of the University Writing Center; BA, Valparaiso University; MA, University of Mississippi; MFA, University of Minnesota.

Stefka G. Nikolova Eddins, 2001, Professor of Chemistry; BS, MSc, Sofia University, "St. Kliment Ohridski", Bulgaria; MS, PhD, University of South Carolina.

Stephen P. Gambill, 2018, Assistant Professor of Criminal Justice; BS, Appalachian State University; JD, North Carolina Central University School of Law.

Abby E. Garlock, 2012, Associate Professor of Nursing; Chair, Doctoral Nursing Programs, Hunt School of Nursing; ADN, Foothills Nursing Consortium; BSN, Winston-Salem State; MSN, DNP, Gardner-Webb University.

Sheldon L. Gathers, 2014, Assistant Professor of Business; BSBA, North Carolina Central University; MBA, California State University; EdD, Gardner-Webb University.

Gerald G. Gilsdorf, 2010, Professor of Sport Management; BA, Judson College; MS, University of Illinois at Chicago; EdD, United States Sports Academy.

Earl H. Godfrey, Jr., 1992, Professor of Accounting; Director of Undergraduate Business Programs; BS, University of South Carolina; MBA, Winthrop University; DBA, Nova Southeastern University.

Lorell C. Gordon, 2018, Assistant Professor of Psychological Science and Counselor Education; BS, MS, MEd, Winthrop University; EdS, Converse College; PhD, The University of South Carolina.

David John Granniss, 2012, Associate Professor of Exercise Science; IRB Chair; Chair, Department of Exercise Science; BS, The Kings College; MLA, Dallas Baptist University; PhD, Springfield College.

Linda C. Greene, 2001, Professor of Psychological Science and Counselor Education; Coordinator of the School Counseling Program; BS, University of North Carolina at Chapel Hill; MS, PhD, North Carolina State University.

Steven Russell "Russ" Gribble, 2015, Instructor of American Sign Language; BA, Gardner-Webb University; MA, Gallaudet University.

Jeffrey D. Hamilton, 2013, Associate Professor of Education; Program Coordinator, Doctorate in Organizational Leadership; BA, Campbell University; MSA, University of North Carolina at Charlotte; EdD, University of North Carolina at Greensboro.

Anna S. Hamrick, 2013, Associate Professor of Nursing; Associate Director, Hunt School of Nursing; Chair of the Faculty; ADN, BSN, Gardner-Webb University; MSN, FNP-C, Western Carolina University; DNP, University of Minnesota.

Kathryn L. Harmon, 2020, Acquisitions Librarian; BA, High Point University; MA, Wake Forest University; MLIS, University of North Carolina at Greensboro.

Steven R. Harmon, 2015, Professor of Historical Theology; BA, Howard Payne University; MDiv, PhD, Southwestern Baptist Theological Seminary.

Katie Hartley, 2020, Instruction Librarian; BA, North Carolina State University; MLIS, University of North Carolina at Greensboro.

Jeffrey M. Hartman, 2005, Professor of Exercise Science; BA, Bloomsburg University; MEd, PhD, The University of Virginia.

Wilson Hawkins, 2021, Professor of Physics; BS, East Carolina University; MS, East Carolina University; Ph.D. East Carolina U (anticipated 21)

Tara Hayes, 2017, Instructor of Nursing; RN-BSN Program Coordinator, Hunt School of Nursing; ADN, BSN, MSN, Gardner-Webb University.

Jessica Herndon, 2019, Instructor of Business; BA, MBA, Gardner-Webb University.

T. Perry Hildreth, 2006, Professor of Philosophy; BA, Gardner-Webb University; MA, MDiv, Southwestern Baptist Theological Seminary; PhD, The Southern Baptist Theological Seminary.

June H. Hobbs, 1994, Professor of English; Director of Undergraduate Research; Fay Webb Gardner Chair of Student Success; BA, Oklahoma Baptist University; MA, University of Louisville; PhD, University of Oklahoma.

Shawn E. Holt, 2021, Professor of Biology; Dean of the College of Arts and Sciences; BA, The Colorado College; PhD, Texas A&M University.

Tammy Campbell Hoyle, 1990, Assistant Professor of Mathematics; BS, Gardner-Webb University; MA, Wake Forest University.

Brittany Hudgins, 2016, Assistant Professor of Nursing; ADN, Isothermal Community College; BSN, Appalachian State University; MSN, EdD, Gardner-Webb University.

Timothy Hudson, 2013, Associate Professor of Music; BM, University of North Carolina at Greensboro; MM, New England Conservatory of Music.

Ashley Hull, 2017, Instructor of Nursing; BSN Program and Licensure Program Coordinator; ADN, BSN, MSN, Gardner-Webb University.

Ashley Isaac-Dockery, 2016, Assistant Professor of Nursing; BSN, MSN, University of North Carolina at Charlotte; DNP, Gardner-Webb University.

Jessica Ivey, 2016, Assistant Professor of Nursing; ASN Licensure and Program Coordinator, Hunt School of Nursing; ADN, Gardner-Webb University; BSN, Winston-Salem State University; MSN, EdD, Gardner-Webb University.

Tracy C. Jessup, 1994, Assistant Professor of Religion; Vice President for Christian Life and Service; Senior Minister to the University; BA, Gardner-Webb University; MDiv, Samford University; PhD, University of Nebraska-Lincoln.

Eric G. Johnson, 2020, Visiting Assistant Professor of Music Education; Music Education Coordinator; BM, Appalachian State University; MM, Florida State University; PhD, University of Mississippi.

James C. Johnson, 1990, Assistant Professor of Mathematics; BA, Furman University; MAT, University of South Carolina.

Steven G. Johnson, 2005, Associate Professor of Finance; BS, Northwestern Louisiana State University; PhD, Louisiana Tech University.

Daniel Jolley, 2015, Assistant Professor; Systems Librarian; BA, MA, University of North Carolina at Chapel Hill; MLIS, University of North Carolina at Greensboro.

Kevin T. Jones, 1986, Assistant Professor of Athletic Training; Director of Athletic Training; BA, Lenoir-Rhyne College; MA, Gardner-Webb University.

Thomas H. Jones, 1982, Professor of Biology; Director of the Honors Program; BS, Methodist College; MS, PhD, North Carolina State University.

David N. Judge, 2001, Professor of Biology; BS, Radford University; BS, Mt. Olive College; MS, PhD, Virginia Polytechnic Institute and State University.

Ashley Kernicky, 2013, Associate Program Director, Associate Professor, and Principal Faculty, Physician Assistant Studies Program; BS, Gardner-Webb University; MPAS, Wingate University.

SungJae F. Kim, 2012, Associate Professor of Finance; BA, Seoul National University; MS, Cornell University, PhD, Louisiana State University.

J. Douglas Knotts, 1999, Professor of Art; Chair, Department of Art; BFA, Western Carolina University; BS, Auburn University; MFA, East Carolina University.

Dale S. Lamb, 2015, Assistant Professor of Education; Program Coordinator, Master of Executive Leadership Studies; BS, MEd, North Carolina State University; EdS, Appalachian State University; EdD, University of North Carolina at Chapel Hill.

Janet S. Land, 1994, Professor of English; Director, Center for Excellence in Teaching and Learning; BS, University of North Carolina at Greensboro; MA, East Carolina University; PhD, University of South Carolina.

Stephen C. Laws, 2012, Associate Professor of Education; Program Coordinator of EDLS in Educational Leadership; BS, Wake Forest University; MA, EdS, Winthrop University; EdD, Vanderbilt University.

Ben C. Leslie, 2006, Professor of Religious Studies; Provost and Executive Vice President; BA, Samford University; MDiv, Southern Baptist Theological Seminary; ThM, Baptist Theological Seminary, Ruschlikon, Switzerland; DTheol, University of Zurich.

Tina Hendrick Lewis, 2018, Assistant Professor of Nursing; FNP Program Coordinator; ADN, Foothills Nursing Consortium; BSN, MSN, FNP, Gardner-Webb University; DNP, Frontier Nursing University.

Wendy Logue, 2020, Experiential Lab Coordinator; ASN, Southern University; BSN, Andrews University; MSN, MBA, Benedictine University.

Joey L. Lord, 2019, Assistant Professor, College of Education; BS, Ball State University; MAEd, EdD, University of Phoenix; MEd, Nova Southeastern University.

Lisa C. Luedeman, 2007, Professor of Communication Studies; BA, Winthrop University; MA, PhD, University of South Carolina.

Holly Mabry, 2015, Assistant Professor; Digital Scholarship and User Services Librarian; BS, University of North Carolina at Chapel Hill; MLIS, University of North Carolina at Greensboro.

Susan H. Manahan, 1994, Assistant Professor of Biology; BS, Pennsylvania State University; MS, University of North Carolina at Charlotte.

Sandra Mankins, 2010, Associate Professor of Accounting; Director of Doctoral Business Programs; BS, Appalachian State University; MBA, MBA+, Gardner-Webb University; DBA, Anderson University-Indiana.

Bernhard R. Martin, 2013, Professor of German; Chair, Department of World Languages, Literatures, and Cultures; Director of International Programs; BA, University of Mannheim, Germany; MA, University of Waterloo, Ontario; PhD, McGill University, Montreal.

James R. McConnell, 2009, Professor of New Testament Interpretation; Associate Dean of the M. Christopher School of Divinity; BSEE, North Carolina State University; MDiv, Gordon-Conwell Theological Seminary; PhD, Baylor University.

Arielle C. McKee, 2019, Assistant Professor of English; BA, University of Texas; MA, PhD, Purdue University.

Melissa McNeilly, 2013, Assistant Professor of Nursing; BSN Licensure and Program Coordinator, Hunt School of Nursing; ADN, BSN, MSN, Gardner-Webb University; EdD, University of St. Augustine.

Michael Meissner, 2016, Instructor of Military Science; Director of Military Science; AAS, Community College of the Air Force; BA, University of South Carolina Upstate; MAT, Converse College.

Michele Mercer, 2017, Assistant Professor of Physician Assistant Studies; Director of Clinical Education; BS, Stetson University; MS, Florida Institute of Technology; MD, University of Miami School of Medicine.

Corwin M. "Mickey" Metcalf, 2004, Professor of Business Administration; BA, Oglethorpe University; MBA, University of South Carolina; MBA +, Gardner-Webb University; JD, Wake Forest University.

Marcia (Cindy) M. Miller, 1977-1987, 1994, Professor of Nursing; MSN, Program Coordinator, Hunt School of Nursing; BSN, University of Michigan; MSN, University of North Carolina at Chapel Hill; PhD, The University of Texas at Austin.

Erin E. Montgomery, 2020, Assistant Professor of Nursing; ADN, Carolinas College of Health Sciences; BSN, MSN, Winston-Salem State University; DNP, Gardner-Webb University.

Charles B. Moore, 1997, Professor of Spanish; BS, University of Tennessee at Knoxville; MA, George Mason University; PhD, University of North Carolina at Chapel Hill.

Robert N. Moore, 2006, Instructor of American Sign Language; BS, Gallaudet University; MDiv, New Orleans Baptist Theological Seminary.

Teralea L. Moore, 2006, Assistant Professor of Mathematics; BS, North Carolina State University; MA, University of North Carolina at Charlotte.

James P. Morgan, Jr., 2008, Professor of Psychology; Chair, Department of Psychological Science, BA, University of Kentucky; MS, PhD, Auburn University.

Bruce A. Moser, 2014, Associate Professor of Music; BM, BS, Stetson University; MM, New England Conservatory of Music; DMA, University of North Carolina at Greensboro.

Mirosław Mystkowski, 2002, Professor of Computer Science; MS, University of Wrocław, Wrocław, Poland; MS, PhD, University of Missouri at Columbia.

Erin C. Najarian, 2020, Instructor in the Hunt School of Nursing; BA, University of North Carolina at Chapel Hill; Diploma in Nursing, Mercy School of Nursing; BSN, University of North Carolina at Charlotte; MSN, Vanderbilt University.

Ivelina Naydenova, 2009, Professor of Psychology; BA, Limestone College; MA, PhD, University of Tennessee.

Anthony I. Negbenebor, 1989, Professor of Economics; Dover Chair, Godbold College of Business and School of Divinity; Dean Emeritus of Godbold College of Business and Assistant Vice President for Business Development; BS, MS, PhD, Mississippi State University.

Christopher Nelson, 2012, Associate Professor; BA, Samford University; MFA, Indiana University; MA, University of Alabama; PhD Louisiana State University.

Joseph O. Oyugi, 2012, Professor of Biology; BS, MS, Moi University, Kenya; PhD, University of Illinois.

Hebert Palomino, 2012, Professor of Pastoral Care and Counseling; BA, Wayland Baptist University; MA, West Texas State University; MDiv, PhD, Southwestern Baptist Theological Seminary.

Teresa R. Phillips, 2001, Associate Professor of Spanish; BA, MA, PhD, University of Kentucky.

Olga Poliakova, 2000, Professor of Mathematics; MS, Moscow State University; PhD, University of Arkansas.

Felice Policastro, 2004, Professor of International Business; Director of Graduate Business Programs; BS, University De Oriente; MBA, Edgewood College; PhD, The University of Texas Pan American.

Mitchell M. Porter, 2019, Assistant Professor of Education; College of Education Assessment Coordinator; BA, University of Idaho; MA, California State University Long Beach; PhD, The University of Alabama.

Guy Jeffery Powell, 2018, Instructor of Communication & New Media; BA, Gardner-Webb University; MA, University of North Carolina at Charlotte.

Jennifer Putnam, 2013, Associate Professor of Education; Associate Dean of Graduate Education Programs; Program Coordinator of the EdD in Curriculum and Instruction; BS, MA, Appalachian State University; EdD, Gardner-Webb University.

Paula F. Qualls, 1999, Professor of Religious Studies; BA, University of South Carolina; MDiv, PhD, The Southern Baptist Theological Seminary.

Mark E. Reiber, 2018, Medical Director for the Physician Assistant Studies Program; BS, The Ohio State University; MD, University of Cincinnati.

Andrew D. Rich, 2015, Associate Professor of Theatre; Chair, Department of Theatre Arts; BA, University of Arkansas; MFA, Indiana University.

Warren C. Robertson, 2007, Professor of Biblical Studies; BA, College of Charleston; MDiv, Southern Baptist Theological Seminary; ThM, Harvard University; MPhil, Drew University; PhD, Drew University.

Candice Rome, 2009, Associate Professor of Nursing; Chair of Nursing Digital Learning Programs, Hunt School of Nursing; ADN, Foothills Nursing Consortium; BSN, Winston-Salem State University; MSN, DNP, Gardner-Webb University.

Meredith Rowe, 2016, Assistant Professor of Biology; BS, Campbell University; PhD, Wake Forest University.

Anita Sanders, 2010, Assistant Professor of Education; BS, North Carolina Central University; MA, Fayetteville State University; EdS, EdD, South Carolina State University.

Scott E. Shauf, 2009, Professor of Religious Studies; Chair, Department of Religious Studies and Philosophy; BA, University of Richmond; MS, University of North Carolina at Chapel Hill; MTS, Duke University; PhD, Emory University.

Anna E. Sieges-Beal, 2015, Assistant Professor of Religious Studies; BA, Gardner-Webb University; MA, MA, Gordon-Conwell Theological Seminary; PhD, Baylor University.

Cheresa G. Simpson, 2019, Assistant Professor in the College of Education; Coordinator of MA in Curriculum and Instruction Program and Concentration Pathways; BS, Florida Agricultural & Mechanical University; MEd, North Carolina Central University; PhD, North Carolina Agricultural and Technical State University.

Angelina Zon Smith, 2017, Assistant Professor, Godbold College of Business; BS, North Carolina State University; MBA+, Gardner-Webb University; JD, Florida Coastal School of Law.

Stacie R. Smith, 2014, Instructor of Biology; Human Anatomy and Physiology Lab Coordinator; BS, Gardner-Webb University; MS, Frostburg State University.

Yvonne Smith, 2016, Assistant Professor of Nursing; AS, Caldwell Community College; AA, Western Piedmont Community College; BS, University of North Carolina at Greensboro; MSN, DNP, Gardner-Webb University; Post Master's Certificate, Psychiatric Mental Health Nurse Practitioner (PMHNP), Anderson University.

Shonna Snyder, 2010, Associate Professor of Health, Sport, and Physical Education; BS, Wilmington College; MEd, University of Cincinnati; PhD, Purdue University.

Ellen Campos Sousa, 2021, Assistant Professor of Marketing, BA, Universidade Estadual do Ceara, Fortaleza Brazil; MS, Universidade Estadual do Ceara; Ph.D. Florida International University

Patricia C. Sparti, 2002, Professor of Music; BM, University of Miami; MM, DMA, Peabody Conservatory of The Johns Hopkins University.

Ami Steele, 2018, Associate Professor of Physician Assistant Studies; Director of the Department of Physician Assistant Studies ; BS, Lee University; MMSc, PA-C, Emory University School of Medicine; DMSc, University of Lynchburg.

Sophia Gomes Steibel, 1994, Professor of Christian Education; BA, Gardner-Webb University; MA, PhD, Southwestern Baptist Theological Seminary.

Edwin B. Stepp, 2003, Professor of Religion; Director of the Accelerated Pastoral Ministries Program; Director of Honors Experience; BA, Baylor University; MDivBL, Southwestern Baptist Theological Seminary; PhD, Baylor University.

William S. Stone, 2018, Associate Professor in the College of Education; AB, University of North Carolina at Chapel Hill; MHDL, University of North Carolina at Charlotte; EdD, North Carolina State University.

LaShea S. Stuart, 2007, Professor of English; BA, Troy State University; MA, PhD, Auburn University.

Donna Suttle, 2019, Instructor in the College of Education; AB, MEd, University of North Carolina at Chapel Hill; EdS, East Carolina.

Christine Sutton, 2015, Assistant Professor of Business; BBS, MBA, Augusta University; DBA, Kennesaw State University.

Kemeshia Randle Swanson, 2014, Associate Professor of English; BA, Tougaloo College; MA, University of Mississippi; PhD, University of Alabama.

Dianne Sykes, 2007, Associate Professor of Sociology; Chair, Social Sciences Department; BA, George Fox College; MAT, Pacific University; PhD, Texas A&M University.

Mischia A. Taylor, 2012, Instructor of Business; Dean, Godbold College of Business; AA, Cleveland Community College; BS, MBA, MBA+, Gardner-Webb University.

Brooke H. Thompson, 2011, Associate Professor of Psychology; BA, University of North Carolina at Asheville; MS, PhD, Florida State University.

Venita Laverne Totten, 2001, Professor of Chemistry; BA, Louisiana Tech University; PhD, Baylor University.

Jeffrey L. Tubbs, 1982, Professor of Physical Education; Vice President for Planning and Institutional Effectiveness; BA, Bryan College; MS, DA, Middle Tennessee State University.

Marvin Stafford Turner, 2015, Associate Professor of Music; AM, Truett-McConnell College; BCM, Shorter College; MM, University of North Texas; DMA, College-Conservatory of Music, University of Cincinnati.

Jessica Van Cleave, 2021, Associate Professor, BA, University of Georgia; MEd, University of Georgia; Ph.D. University of Georgia

Timothy W. Vanderburg, 2000, Professor of History; BA, Gardner-Webb University; MA, University of North Carolina at Charlotte; PhD, Mississippi State University.

Deborah M. Ware, 2005, Professor of Health, Sport, and Physical Education; BS, East Stroudsburg State College; MAT, Livingston University; EdD, University of Central Florida.

Nicole Waters, 2011, Associate Professor of Nursing; Dean of the College of Health Sciences; ADN, Gaston College; BSN, Gardner-Webb University; MSN, Western Carolina University; DNP, Gardner-Webb University.

Joseph M. Webb, 2007, Professor of Communication Studies; BA, Lincoln Christian College; MS, University of Illinois; MTS, Chandler School of Theology; DMin, The Claremont School of Theology; PhD, University of Illinois.

Sharon H. Webb, 2011, Associate Professor of Psychological Science and Counselor Education; Coordinator of the Clinical Mental Health Counseling Programs - Boiling Springs and Charlotte; BS, MA/EdS, Gardner-Webb University; PhD, Walden University.

R. Lane Wesson, 2000, Professor of Education; Coordinator of Elementary Education, Degree Completion Program; BEE, Western Carolina University; MA, Gardner-Webb University; PhD, University of North Carolina at Greensboro.

Danny M. West, 2002, Professor of Preaching and Pastoral Studies; Executive Director, Doctor of Ministry Program; Director, Ministry Leadership Development; BA, Carson-Newman College; MDiv, ThM, PhD, The Southern Baptist Theological Seminary.

J. Matt Whitfield, 1992, Professor of Music; BME, Murray State University; MM, DMA, University of Alabama.

Kathy Williams, 2011, Associate Professor of Nursing; AAS, Western Piedmont Community College; BSN, Winston-Salem State University; MSN, DNP, Gardner-Webb University.

Kimberly Williams-Thompson, 2017, Instructor of Mental Health Counseling; BA, Hollins University; MA, EdS, Gardner-Webb University; PhD, ABD, University of North Carolina at Charlotte.

Jason A. Willis, 2007, Associate Professor of Mathematics; Chair, Mathematics Department; BS, MA, EdD, Appalachian State University.

Nancy Winker, 2013, Associate Professor; Director of Didactic Education of the Department of Physician Assistant Studies ; BS, Davidson College; MD, Bowman Gray School of Medicine, Wake Forest University.

Lily Xiao, 2007, Professor of Management Information Systems; BE, University of International Business and Economics, Beijing, China; PhD, George Washington University.

David K. Yelton, 1990, Professor of History; BA, Appalachian State University; MA, PhD, University of North Carolina at Chapel Hill.

Timothy J. Zehnder, 1997, Professor of Biology; BS, Eastern Michigan University; MS, PhD, Wake Forest University.

Aihua Zhang, 2019, Assistant Professor of History; BA, Northwestern Polytechnic University, Xi'an, China; MA, Bowling Green State University; PhD, State University of New York.



Jay Zimmer, 2011, Assistant Professor of Biology; BS, University of Wisconsin-Stevens Point; MS, Purdue University.

## 2021-2022 Adjunct Faculty

Allison Abernathy, Nursing, ADN, BSN, Winston-Salem State University; MSN, DNP, Gardner-Webb University.

A. Taylor Alexander, Communication Studies, BA, Gardner-Webb University; MS in Graphic Design, Clemson University.

Brian Arnold, Physical Education, BA, MDiv, Gardner-Webb University.

H. Wayne Ballard, Jr., Religion, BA, Oklahoma Baptist University; MDiv, Golden Gate Baptist Theological Seminary; PhD, Southern Baptist Theological Seminary; PhD, University of Tennessee-Knoxville.

John D. Balls, Education, BS, Catawba College; MBA, Fairleigh Dickinson University; MA, EdD, Gardner-Webb University.

Courtney Barbee, Nursing, BS, University of North Carolina at Chapel Hill; ADN, MSN, FNP, Gardner-Webb University.

Lisa Barnes, Education, BS, Freed-Hardeman University; MA, EdD, Gardner-Webb University.

Donna Martin Bean, Business, BS, Gardner-Webb University; MS, Appalachian State University.

Tanja Bechtler, Music, BM, North Carolina School of the Arts; MM, Manhattan School of Music.

Elizabeth S. Bennett, Piano and Organ, BCM, Furman University; MCM, The Southern Baptist Theological Seminary.

Michelle Bennett, Education, BA, East Carolina University; MEd, University of North Carolina at Wilmington; EdD, Gardner-Webb University.

Kristina Benson, Education, BSW, Barton College; MA, North Carolina State University; EdD, Gardner-Webb University.

Terrie Bethea-Hampton, Education, BA, Mount Olive University; MA, East Carolina University; EdD, Fayetteville State University.

Morgan V. Blanton, Education, BS, Appalachian State University; MEd, University of North Carolina at Charlotte; EdD, Gardner-Webb University.

Niki Bliss-Carroll, English, BS, Eastern New Mexico University; MA, Gardner-Webb University.

Monica Boboc, Music, BM, Bucharest Music Conservatory; MM, Northern Illinois University.

Donald Bohannon, Human Services, BS, Embry Riddle Aeronautical University; MA, Liberty University; PhD, Regent University.

Bonnie Bolado, Education, BS, University of North Carolina at Wilmington; MEd, EdD, Gardner-Webb University.

Stanley T. Bolin, Psychology, BA, Gardner-Webb University; MA, Converse College.

Paul Bowman, Music, BM, MM, Manhattan School of Music; DMA, University of California.

Laura W. Boyles, Education, BA, Bluffton College; MA, The Ohio State University; PhD, University of North Carolina at Greensboro.

Andrew Bradshaw, Human Services, BS, MA, Gardner-Webb University.

F. Donald Bridges, Business, BA, University of North Carolina at Charlotte; JD, Wake Forest University.

Joseph Bridges, Business, BS, MBA, Gardner-Webb University.

Bobby G. Brown, Criminal Justice, BS, High Point University; MS, East Carolina University.

Suzannah Brown, Business, BA, High Point University; JD, Mercer University.

Lisa Brummett, Physical Education, BS, Western Carolina University; MA, Gardner-Webb University.

Rosalind Buda, Music, BM, University of Iowa; MM, New England Conservatory.

Joe M. Bullis, Education, BA, Appalachian State University; MA, EdD, Gardner-Webb University.

Jonathan M. Bundon, Pastoral Ministries, BA, Carson-Newman University; MM, Samford University; MDiv, Beeson Divinity School; DMin, Gardner-Webb University School of Divinity.

Kelly Burgess, Education, BA, State University of New York at Geneseo; MA, Canisius College; EdD, Wingate University.

Millicent Burke-Sinclair, Business, AA, Gaston Community College; BS, MBA, EdD, Gardner-Webb University.

Bob Campbell, Music, BM, North Carolina School of the Arts; Principal Horn in symphonies.

Louise Campbell, Music, BM, North Carolina School of the Arts; Assistant Principal Viola, Winston-Salem Symphony.

Robert H. Campbell, Science, BS, Marshall University; MA, University of North Carolina at Chapel Hill.

Jesse B. Caldwell, Business, BA, JD, University of North Carolina.

Lisa Cantrell, English, BS, MA, University of North Carolina at Charlotte; PhD, University of Sarasota.

Nick Carbone, English, BA, Lyndon State College; MA, Boston College; ABD, University of Massachusetts at Amherst.

Karen Cardenas, English, BA, MA, University of North Carolina at Charlotte.

Terri Carter Cate, English, BA, North Greenville University; MA, Gardner-Webb University.

Chena Cayton, Education, BS, MSA, EdD, East Carolina University.

Ashleigh Church, Human Services, BS, MA/EdS, Gardner-Webb University.

Jeffrey R. Church, Education, BS, Appalachian State University; MA, EdD, Gardner-Webb University.

Rachel N. Clarke, Education, BM, MA, Winthrop University; EdD, Gardner-Webb University.

Brett A. Coffman, Wealth and Trust Management, BS, BS, University of Utah; MBA, Syracuse University; PhD, Kansas State University.

Michelle R. Cox, Nursing, BSN, University of North Carolina at Pembroke; MSN, East Carolina University; DNP, Gardner-Webb University.

Jamal Crawford, Education, BA, MEd, EdD, University of North Carolina at Charlotte.

H.E. Croom, Education, BS, MEd, North Carolina State University; MEd, East Carolina University; EdD, Nova Southeastern University.

Gary Crosby, Business, BS, University of North Carolina Chapel Hill; MBA, University of North Carolina Charlotte.

Elizabeth M. Curry, Education, BA, Holy Family College; MA, University of North Carolina at Charlotte; EdD, Gardner-Webb University.

Lester E. Davis, Education, BS, Appalachian State University; MEd, EdS, Winthrop College; EdD University of North Carolina at Charlotte.

Emily DeFreitas, Education, BA, Gardner-Webb University; MA, Appalachian State University; EdD, Gardner-Webb University.

Bruce DeMayo, Business, BS, University of Connecticut; MS, University of New Haven.

Zachary J. Dey, Religion, BA, Christopher Newport University; MA, MDiv, Gardner-Webb University.

Craig Douglas, Business, BA, Oral Roberts University; MDiv, Emory University; MBA, Gardner-Webb University.

Melissa Renee Dyer, Business, AAS, Cleveland Community College; BS, Gardner-Webb University; MBA, East Carolina University.

Amber Earle, Psychology, BS, University at Cumberlands; MA/EdS, Gardner-Webb University.

Howard Jamaal Edwards, Religion, BA, University of North Carolina at Chapel Hill; JD, Wake Forest University; MDiv, Gardner-Webb University.

Lewis W. Edwards, Social Science, BA, Western Carolina University; MA, University of North Carolina at Greensboro.

Jesse N. English, Fine Arts, BFA, University of Kansas; MFA, University of North Texas.

Emily W. Foss, Accounting, BS, Gardner-Webb University; MBA, MAcc, Western Carolina University.

Gary W. Freeman, Art, AA, Gaston College; BS, MA, East Carolina University.

Kathi Gibson, Education, BA, University of North Carolina at Chapel Hill; MA, University of North Carolina at Pembroke; EdS, South Carolina State University; PhD, University of South Carolina.

Jan C. Gordon, Human Services, BA, Humboldt State University; MA, Duke University; EdS, Appalachian State University.

Kelsey Greer, Education, BS, Appalachian State University; MEd, Elon University; MA, EdD, Gardner-Webb University.

Kaye S. Grigg, Business, BS, MBA, Gardner-Webb University.

Kellie Griggs, Nursing, ADN, Forsyth Technical Community College; BSN, MSN, DNP, Gardner-Webb University.

Jessie Guest, Psychology, BS, James Madison University; MA, EdS, Gardner-Webb University; PhD, University of South Carolina.

Katherine D. Guffey, Education, BA, Hollins College; MEd, University of North Carolina at Greensboro; JD, Wake Forest University.

Kelly W. Gwaltney, Education, BS, Appalachian State University; MA, University of North Carolina at Charlotte; EdD, Gardner-Webb University.

Janice Hager, Religion/Engineering, BS, University of North Carolina at Charlotte; MDiv, Gardner-Webb University.

Robert Hale, Business, BS, University of Maryland; MBA, Gardner-Webb University.

Robin Hamilton, Education, BS, MA, Gardner-Webb University; EdD, East Carolina University.

Sandra Hammett, Health/PE, BS, MA/EdS, Gardner-Webb University.

Nicole V. Hamrick, Mathematics, BA, University of North Carolina at Greensboro; MDiv, Gardner-Webb University.

Richard L. Hamrick, Religious Studies, BA, MDiv, DMin, Gardner-Webb University.

Ray Hardee, Psychology, BA, Gardner-Webb University; MHDL, University of North Carolina Charlotte.

Jordan C. Harrold, Human Services, BA, Lenoir-Rhyne University; MSW, University of North Carolina at Charlotte.

Stephen Z. Hearne, Religion, BA, Elon University; MDiv, ThM, Southeastern Baptist Theological Seminary; DMin, Erskine Theological Seminary. Additional Studies: Yale University.

Tana Heaton, Nursing, ADN, BSN, MSN-FNP, Gardner-Webb University.

Rory Hefner, Mathematics, BS, North Carolina State University; MA, Appalachian State University.

Gail W. Helton, Business, BS, MBA, MBA+, Gardner-Webb University.

P. Scott Henson, Religion, BA, MDiv, Gardner-Webb University; MA, University of North Carolina at Charlotte.

Angela Hines, Education, BS, MA, Appalachian State University; EdD, Gardner-Webb University.

Melanie Honeycutt, Education, BS, Western Carolina University; MLS, EdD, Appalachian State University.

Sarah Horne, Psychology, BS, Western Carolina University; MA, University of North Carolina at Chapel Hill; ABD, Walden University.

Jay W. Human, Criminal Justice, BA, MS, University of North Carolina at Charlotte; EdD, Gardner-Webb University.

Theresa Isaacs, Nursing, ADN, Santa Rosa Junior College; BSN, MSN, MSN-FNP, Graceland University.

Nate Jackson, Philosophy, BA, Capital University; MA, University of Chicago; MA, Baylor University.

Sherri Jackson, Business, BS, MBA, Gardner-Webb University.

Taylor Jackson, English, BA, MA, Gardner-Webb University.

Hunter Jolley, Education, BS, University of South Carolina Upstate; MA, EdD, Gardner-Webb University.

Janice Jolley, Nursing, ADN, Asheville-Buncombe Technical College; BSN, Gardner-Webb University; MSN-FNP, Duke University.

Elizabeth Jones, Education, BS, Gardner-Webb University, MA, EdS, EdD, Appalachian State University.

Mark Kelley, Business, AA, Caldwell Community College; BS, Gardner-Webb University; MBA, Lenoir-Rhyne College.

John C. Keyt, Business, BS, MBA, East Tennessee State University; DBA, University of Tennessee.

Brett A. Kindler, Business, BA, IMBA, Gardner-Webb University.

Christina A. King, Business, BA, University of Tennessee; MBA, Gardner-Webb University.

Gerod King, Criminal Justice, BA, North Carolina Central University; MA, Seton Hall University.

Nadin Knippschild, Nursing, ADN, Catawba Valley Community College; BSN, MSN, DNP, Gardner-Webb University.

Kevin Lamp, Social Sciences, BA, Drexel University; Advanced Study, University of Pennsylvania.

Robin Lang, Nursing, ADN, Gaston College; BSN, MBA, MSN, DNP, Gardner-Webb University.

Kristen C. Lanier, Education, BS, North Carolina State University; MA, University of North Carolina at Charlotte; EdD, Gardner-Webb University.

Christy Lefevers Land, Business, AA, Western Piedmont Community College; BS, MAcc, Gardner-Webb University.

Sharon Lawrence, Music, BM, MM, Peabody Conservatory of Music of John Hopkins University.

Deidre C. Ledbetter, Business, AAS, Isothermal Community College; BS, Appalachian State University; MBA, Gardner-Webb University.

M. Lamont Littlejohn, Jr., Pastoral Ministries and Religion, BA, MDiv, DMin, Gardner-Webb University.

M. Dane Loflin, Business, BS, Limestone College; MBA, University of Phoenix.

Kelly Lovelace, English, BS, Kansas State University; MA, Gardner-Webb University; PhD, Capella University.

Calin Lupanu, Music, BM, Bucharest Music Conservatory; MM, Northern Illinois University; Concertmaster, Charlotte Symphony.

H. Courtney Madden, Social Science, BS, Appalachian State University; MEd, University of North Carolina at Greensboro.

Noel T. Manning, Education, BA, Gardner-Webb University; MA, Appalachian State University.

Conrad Martin, Education, BA, State University of New York at Geneseo; MA, Appalachian State University; EdD, Gardner-Webb University.

Donald L. Martin, Jr., Education, BA, Duke University; MAT, Duke University; EdD, University of Kentucky.

Thomas Martin, Physician Assistant Studies, Nursing, BS, PharmD, University of North Carolina at Chapel Hill.

Douglas Massengill, Education, BA, North Carolina State University; MA, EdD, Gardner-Webb University.

Tricia Masters, Nursing, BA, BSN, The University of North Carolina at Chapel Hill; MSN, Duke University; DNP, Western Carolina University.

Scott Mattingly, Physical Education, BS, Central Michigan University; MBA, Eastern Michigan University.

C.E. McCary, Education, BA, Yale University; MS, Southern Connecticut State University; EdD, Harvard University.

John McHugh, Education, BA, University of North Carolina at Charlotte; MA, EdD, Gardner-Webb University.

Aaron Meier, Music, completing BPS, Berklee School of Music, Boston.

Shelly A. Meyers, Education, BS, Missouri Valley College; MS, Walden University; EdD, Gardner-Webb University.

John T. Miller, Religion, BA, MDiv, Gardner-Webb University.

Kimberly Miller, Psychology, BS, MA, Gardner-Webb University; PhD, Liberty University.

Kimberly D. Miller, Human Services, BS, MA, Gardner-Webb University; PhD, Liberty University.

Cynthia Misenheimer, Education, BA, Greensboro College; MS, University of North Carolina at Greensboro; MA, University of North Carolina at Charlotte; EdD, Gardner-Webb University.

Kevin J. Misenheimer, Business, BS, Pfeiffer College; MBA, Western Carolina University; MS, Pfeiffer University; MAcc, University of North Carolina at Charlotte; PhD, Northcentral University.

Samuel W. Misher, Education, BS, Appalachian State University; MS, North Carolina Agricultural and Technical State University; EdD, Nova Southeastern University.

Anna Moraglia, Education, BA, The University of North Carolina at Chapel Hill; MA, The University of North Carolina at Charlotte; MA, Sarasota University; EdD, Capella University.

Stephen D. Moree, Education, BS, MAA, EdS, Appalachian State University.

Lory D. Morrow, Education, BA, University of North Carolina at Wilmington; MA, EdD, Gardner-Webb University.

Van Morrow, Psychology, BS, MA, Appalachian State University; PhD, New York University.

Lori Nanney, Education, BS, MEd, EdD, Gardner-Webb University.

Melia H. Neale, Education, BA, MEd, MSA, PhD, University of North Carolina at Charlotte.

Laura Nelson, Education, BS, Pikeville College; MEd, University of New Hampshire; JD, University of New Hampshire School of Law.

Robert B. Nelson, Music, BME, Jacksonville University; MM, University of Georgia; PhD, University of Florida.

Sara E. Newell, Education, BA, Saint Bonaventure University; MA, EdD, Gardner-Webb University.

Anita L. Owenby, Education, BS, MA, East Carolina University; EdS, EdD, Western Carolina University.

Jim Palermo, Education, BA, Muhlenberg College; MEd, Kutztown University; EdD, North Carolina State University.

B. Marie Parkhurst, Religion, AA, Western Piedmont Community College; BS, Appalachian State University; MDiv, Gardner-Webb University.

Tim A. Patrick, Criminal Justice, BS, Gardner-Webb University; MA, Appalachian State University; EdD, Appalachian State University.

Denise Q. Patterson, Education, BS, University of North Carolina at Greensboro; MEd, University of North Carolina at Charlotte; MA, EdD, Gardner-Webb University.

Jeffrey P. Peal, Education, BA, West Liberty State College; MA, EdD, Gardner-Webb University; MM, Appalachian State University.

David Pearce, Education, BS, Barton College; MA, North Carolina State University; EdD, East Carolina University.

Jeffrey D. Penley, Business, Education, BA, JD, University of North Carolina at Chapel Hill.

Deirdre M. Pettis, Business, BS, MBA, MAcc, Gardner-Webb University.

Jason Pickard, Music, BM, MM, East Carolina University.

Stephen R. Pickard, Education, BS, Campbell University; MA, Appalachian State University; EdS, Appalachian State University; EdD, Gardner-Webb University.

Sara Piercy, Nursing, MSN-FNP, Gardner-Webb University; DNP, Frontier Nursing University.

Cheryl J. Potter, Human Services, BS, BSW, University of North Carolina at Greensboro; MA/EdS, Gardner-Webb University.

James Powell, Psychology, BS, East Carolina University; MA, Gardner-Webb University; PhD, University of North Carolina at Charlotte.

Kathryn Propst, Education, BA, Western Maryland College; MA, MS, University of North Carolina at Charlotte; EdD, Vanderbilt University.

Larry Putnam, Education, BS, Appalachian State University; MA, Gardner-Webb University; EdS, EdD, Appalachian State University.

Sheila B. Quinn, Education, BA, MA, Winthrop University; EdD, Gardner-Webb University.

Jody B. Raduly, Health/PE, BS, Gardner-Webb University; MA, Gardner-Webb University.

William R. Ramsey, Education, BS, Pembroke State University; MA, East Carolina University.

Philip R. Rapp, Education, BA, Wake Forest University; MEd, University of North Carolina at Greensboro; EdS, Appalachian State University; EdD, University of North Carolina at Chapel Hill.

Andrew S. Rawls, Communications, BS, Appalachian State University; MDiv, DMin, Gardner-Webb University.

Annamarie Reiley-Kay, Social Sciences, BA, Southern Wesleyan University; MA, University of Leicester.

James Rennie, Social Sciences, BS, United States Air Force Academy; MA, Webster University; MA, United States Naval War College.

Kathy G. Revis, Education, BA, University of North Carolina at Asheville; MEd, EdS, EdD, Western Carolina University.

Michael Reynolds, Education, BA, Kenyon College; MEd, Kent State University; EdD, Gardner-Webb University.

Mariah Q. Richardson, Religion, BA, MA, MDiv, Gardner-Webb University.

Lydia Richmond, English, BA, Catawba College; MA, University of North Carolina at Charlotte.

Shawn Ricks, Psychology, BA, Pennsylvania State University; MEd, Pennsylvania State University.

Jane Hill Riley, Psychology, BA, St. Andrews Presbyterian College; MS, Winthrop College; PhD, University of Georgia.

Tony Robbins, Criminal Justice, BS, University of North Carolina at Chapel Hill; MPA, Troy State University.

Jesse E. Roberts, Psychology, BS, MA/EdS, Gardner-Webb University.

Mark Robertson, Education, BA, Wake Forest University; MA, University of North Carolina at Charlotte; MS, Winthrop College; EdD, University of North Carolina at Charlotte.

Jeffrey S. Rogers, Religion, BA, North Carolina Central University; MDiv, Southeastern Baptist Theological Seminary; PhD, Princeton Theological Seminary.

Marianne L. Rogowski, Social Sciences, AA, Mitchell Community College; BA, MA, Appalachian State University.

Mary Beth Roth, Education, BS, Appalachian State University; MEd, EdD, University of North Carolina at Charlotte.

S. Daniel Rushing, Religion, BCM, Lee University; MDiv, Gardner-Webb University.

Jenny Sabin, Education, BA, MEd, Elon University; EdD, Gardner-Webb University.

Candace Schmitt, Music, BA, University of North Carolina at Charlotte; BM, Appalachian State University.

Elizabeth Scism, Nursing, ADN, Foothills Nursing Consortium; BSN, Winston-Salem State University; MSN, Western Carolina University; DNP, Gardner-Webb University.

Tammie Sexton, Education, BA, University of North Carolina at Chapel Hill; MA, North Carolina Central University; EdD, Gardner-Webb University.

Marc A. Sharpe, Criminal Justice, BA, Shaw University; MS, University of South Carolina.

John Shepard, Education, BA, Western Carolina University; MA, EdD, Gardner-Webb University.

Monica Shepherd, Education, BS, Appalachian State University; MA, EdD, Gardner-Webb University.

Sandra L. Sikes, Education, BA, MEd, PhD, University of North Carolina at Greensboro.

Philip J. Slater, Business, BA, MBA, High Point University; MAcc, Gardner-Webb University.

W. Craig Smarr, Business, BA, Clemson University; MBA, Gardner-Webb University.

Chris Smith, Physician Assistant Studies; BM, Furman University; MM, Indiana University; MRAS, Gardner-Webb University.

Melissa Smith, Religion, BS, MDiv, Gardner-Webb University.

Travis K. Smith, Religion, BA, MDiv, Gardner-Webb University.

Darin Spencer, Business, BS, MA, University of North Carolina at Charlotte; MBA, Pfeiffer University; PhD, Northcentral University.

John Spuller, Music, BM, North Carolina School of the Arts; Principal Double Bassist in symphonies.

Danny R. Stedman, Education, BA, MA, University of North Carolina at Pembroke; EdD, Fayetteville State University.

Lisa Stewart, Education, BS, University of North Carolina at Greensboro; MEd, Greensboro College; EdD, Gardner-Webb University.

Beth Stillwell, Nursing, ADN, BSN, Gardner-Webb University; MSN-NP, South University.

Samuel Stowe, Music, BME, Illinois Wesleyan University; MA, Appalachian State University.

Marisa Sudano, Business, AA, Hibbing Community College; BAS, University of Minnesota; MBA, St. Cloud State University.

Karen Sumner, Education, BA, University of North Carolina at Asheville; MA, Wake Forest University; EdD, Western Carolina University.

Piotr Swic, Music, BM, Szymanowski Music School; MM, F. Chopin Academy of Music.

Tracie Swilley, Education, BA, Columbia College; Med, University of South Carolina; EdS, South Carolina State; EdD, Gardner-Webb University.

Phyllis R. Tallent, Education, BS, MA, EdS, Appalachian State University; EdD, East Tennessee State University.

Karen Taylor, English, AA, Isothermal Community College; BA, MA, Gardner-Webb University.

Gregory E. Thornton, Education, BS, Temple University; MA, Salisbury State University; EdD, Nova Southeastern University.

Lorna Tobias, Education, BA, MEd, University of Florida; MEd, University of North Carolina at Greensboro; EdS, University of Florida; EdD, Gardner-Webb University.

Barbara R. Todd, Education, BS, MEd, PhD, University of North Carolina at Greensboro.

Cynthia D. Urbanski, English, BA, University of North Carolina at Chapel Hill; MA, School of Education; PhD, University of North Carolina at Charlotte.

Geoffrey VanderPal, Business and Finance, BS, Columbia College; MBA, Webster University; DBA, Nova Southeastern University; Post-Doctorate of Management, Colorado Technical University.

Nicki P. Vogel, Nursing, BSN, Western Carolina University; MSN, MSN-FNP, University of North Carolina at Charlotte; DNP, University of Alabama.

Michele Wallen, Psychology, BA, Gardner-Webb University; MA, Liberty University.

Anita F. Ware, Education, BS, Appalachian State University; MS, Southern Illinois University at Carbondale; EdD, Appalachian State University.

Tanya Watson, Education, BA, University of North Carolina at Charlotte; MA, EdD, Gardner-Webb University.

Kyle L. Welty, Religion, BA, Taylor University; MCS, Regent College; PhD, Baylor University.

Shelley G. West, Education, BS, North Carolina State University; MA, East Carolina University; EdD, Gardner-Webb University.

Wally West, Music, BM, Berklee College of Music; Graduate Studies, University of North Carolina at Greensboro.

Sara Whitaker, Education, BS, Appalachian State University; MA, Fayetteville State University; EdS, EdD, East Carolina State University.

Melessa Widener, Education, BA, Appalachian State University; MA, EdD, Gardner-Webb University.

Benjamin Williams, Education, BA, MS, North Carolina State University; EdD, University of North Carolina at Wilmington.

Darrell G. Wilson, Business, BS, University of Tennessee; MBA, Gardner-Webb University; PhD, Northcentral University.

Melissa Wilson, Education, BS, MS, North Carolina A & T University; EdS, Winthrop University; EdD, Gardner-Webb University.

Rebecca E. Wilson, Education, BA, Clemson University; MEd, Winthrop University; EdD, Gardner-Webb University.

Stacy Wilson-Norman, Education, BA, MA, North Carolina Central University; EdD, Gardner-Webb University.

Linda M. Wines, Nursing, BSN, East Stroudsburg University; MSN, University of Maryland at Baltimore.

Richard L. Wood, Religion, BA, Gardner-Webb University; MDiv, Campbell University.

Andrew Woods, Psychology, BS, MDiv, MA, EdS, Gardner-Webb University.

Terry Worrell, Education, BA, The University of North Carolina at Chapel Hill; MHDL, The University of North Carolina at Charlotte; EdS, Appalachian State University; EdD, The University of North Carolina at Chapel Hill.

Dave Wulfbeck, Music, BM, University of North Carolina at Greensboro; MM, University of Northern Colorado.

Cynthia (Cindy) Young, Nursing, ADN, Central Piedmont Community College; BSN, MSN, University of Saint Mary.

Rachel Zaionz, Education, BA, Queens College; MA, Converse College; EdD, Gardner-Webb University.

Sijia Zhang, Education, BA, MA, Hunan Normal University; PhD, University of Alabama.

Carol Zordano, Human Services, BS, MS, Georgia College and State University; MA, EdS, Gardner-Webb University.

Barbara H. Zwadyk, Education, BA, Greensboro College; MEd, EdD, University of North Carolina at Greensboro.

## Faculty Emeriti

Sheryl Ann Dawson Adams, 1995, Professor Emerita of Theology and Church History

Susan C. Bell, 1986, Professor of Art

Carolyn A. Billings, 1979, Professor Emerita of Music

I. Glenn Bottoms, 1983, Professor Emeritus of Economics and Management Information Systems

Nancy R. Bottoms, 2005, Professor Emerita of English/Art

Joyce Compton Brown, 1966, Professor Emerita of English

Frieda F. Brown, 1985, Professor Emerita of Psychology

Leslie M. Brown, 1966, Professor Emeritus of Biology

Sue C. Camp, 1976, Professor Emerita of Business

Joseph W. Collins, 2005, Professor Emeritus of Religious Studies

George R. Cribb, 1969, Professor Emeritus of Music

Alice R. Cullinan, 1974, Professor Emerita of Religious Education and Religion

Mona Czarnecki, 1998, Associate Dean Emerita of the Library

Anthony F. Eastman, 1966, Professor Emeritus of History

Donna S. Ellington, 1988, Professor Emerita of History

Terry L. Fern, 1980, Professor Emeritus of Music

Patricia B. Harrelson, 1975, Professor Emerita of Music

Paul W. Jolley, 1962, Professor Emeritus of Mathematics

Gerald L. Keown, 1996, Professor Emeritus of Old Testament Interpretation

Robert E. Morgan, 1967, Professor Emeritus of French and Mathematics

C. Sherman Parrish, 1970, Professor Emeritus of Chemistry

Phil D. Perrin, 1969, Professor Emeritus of Music

C. Oland Summers, 1976, Professor Emeritus of Music

Helen Lepke Tichenor, 1998, Director Emerita of International Programs

Ronald Williams, 1998, Professor Emeritus of Religious Studies

## Administrative Staff Emeriti

A. Frank Bonner, 1987, President Emeritus

Claude Douglas Bryan, 2002, Associate Provost Emeritus for Student Success

Darlene J. Gravett, 1989, Associate Provost Emerita

Delores M. Hunt, 1978-80, 1982, Dean Emerita of the School of Education, Vice President Emerita of Student Development

Robert L. Lamb, 1962, Dean Emeritus, M. Christopher White School of Divinity

Shirley P. Toney, 1965-90, 1992, Dean Emerita, School of Nursing

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Stephanie Stearns, Executive Assistant to the President

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Ben C. Leslie, BA, MDiv, ThM, DTheol, Provost and Executive Vice President

Julie Runyans, BS, Administrative Assistant to the Provost and Executive Vice President

Bruce W. Boyles, BM, ME, EdS, EdD, Associate Provost for Professional and Graduate Studies

Carmen Butler, BS, MA, EdS, EdD, Dean of Student Success

Pamela R. Dennis, BA, MCM, MLIS, PhD, Dean of the Library

Emily DeFreitas, BA, MA, EdD, Director of Digital Learning

Elizabeth Pack, BS, MBA, EdD, Dean of Adult and Distance Education

LouAnn Scates, BA, Registrar

Nicole Waters, ADN, BSN, MSN, DNP, RN, Associate Provost of the College of Health Sciences

Shawn E. Holt, BA, PhD, Dean of the College of Arts and Sciences

### John R. Dover Memorial Library

Pamela R. Dennis, BA, MCM, MLIS, PhD, Dean of the Library, Professor

Karen F. Davis, AAS, BS, Administrative Assistant to the Dean of the Library and Copy Cataloger

Natalie Edwards Bishop, BA, MLIS, EdD, Associate Dean of the Library and University Archivist

Daniel W. Jolley, BA, MA, MLIS, Systems Librarian

Holly Mabry, BS, MLIS, Digital Scholarship and User Services Librarian

Katie Hartley, BA, MLIS Instruction Librarian

Kathryn L. Harmon, BA, MA, MLIS, Acquisitions Librarian

Steve Harrington, BA, Circulation Manager

Kevin Bridges, Interlibrary Loan Coordinator

Ary Bottoms, BA, MA, AV/Printing and Bindery Coordinator

Courtney R. Putnam, AA, BA, MLIS, Library Assistant

Mariah Case, BA, Graduate Assistant

### Registrar

Lou Ann P. Scates, BA, Registrar

Sherri D. Jackson, BS, MBA, Associate Registrar

Pam Skinner, Assistant Registrar

TBD, Assistant Registrar

#### **Digital Learning**

Emily DeFreitas, BA, MA, EdD, Director of Digital Learning

Robert O'Neill, Learning Management System Administrator

#### **College of Arts and Sciences**

Shawn Holt, BA, PhD, Dean of the College of Arts and Sciences

Doug Knotts, BFA, BS, MFA, Chair, Department of Art

Mark Cole, BM, MM, PhD, Chair, Department of Music

Andrew Rich, BA, MFA, Chair, Department of Theatre Arts

TBD, Chair, Department of Communication & New Media

Jennifer Buckner, BA, MA, PhD, Chair, Department of English Language and Literature

Ken Baker, BA, MA, PhD, Chair, Department of Health, Sport, and Physical Education

Jason Willis, BS, MA, PhD, Chair, Department of Mathematical Sciences

David Campbell, BS, MS, PhD, Chair, Department of Natural Sciences

Barbara G. Cox, AA, BS, MPA, PhD, Chair, Department of Public Service

Scott Shauf, BA, MS, MTS, PhD, Chair, Department of Religious Studies and Philosophy

Dianne Sykes, BA, MAT, PhD, Chair, Department of Social Sciences

Bernhard Martin, BA, MA, PhD, Chair, Department of World Languages, Literatures, and Cultures

#### **Departmental Secretaries**

April H. Shauf, Department of Visual Arts and Department of Theatre Arts

Rachael Bradley, Department of Communication & New Media

Debbie Hill, Department of English; Department of World Languages, Literatures, and Cultures; and International Programs

Amy Revis, BA, Department of Mathematical Sciences and Department of Natural Sciences

Kim Murray, AAS, BS, Department of Music and Department of Social Sciences

Ashley Chapman, Department of Religious Studies, ROTC, and School of Psychological Science and Counselor Education

Linda Lee, Department of Health, Sport, and Physical Education and Department of Public Service

#### **Chemistry Lab and Undergraduate Research Coordinator**

Jacob Willis, BS, Department of Natural Sciences

#### **International Programs**

Bernhard R. Martin, BA, MA, PhD, Director

#### **Director of Center for Excellence in Teaching and Learning**

Janet S. Land, BS, MA, PhD

#### **Faculty Chemical Hygiene Advisor**

Venita Laverne Totten, BA, PhD

#### **Army Reserve Officers Training Corps (ROTC)**

Capt. Michael Meissner, AAS, BA, MAT, Director of ROTC

#### **Honors Program**

Thomas H. Jones, BS, MS, PhD, Director of the Honors Program

#### **Undergraduate Research**

June H. Hobbs, BA, MA, PhD, Director of Undergraduate Research

#### **Fay Webb Gardner Chair of Student Success**

June H. Hobbs, BA, MA, PhD

#### **Associate Provost for Professional and Graduate Studies**

Bruce W. Boyles, BM, ME, EdS, EdD, Associate Provost for Professional and Graduate Studies

TBD, Administrative Assistant

#### **Gayle Bolt Price School of Graduate Studies**

Sydney Brown, BA, MEd, PhD, Dean of the Gayle Bolt Price School of Graduate Studies

Erica Phillips, BA, Graduate Studies Office Manager

Cheryl Griffin, Academic Admissions and Off-site Facilities Coordinator

#### **Godbold College of Business**

Mischia A. Taylor, AA, BS, MBA, MBA+, Dean

Felice Policastro, BS, MBA, PhD, Director of Graduate Business Programs

Earl Godfrey, BS, MBA, DBA, Director of Undergraduate Business Programs

Sandra Mankins, BS, MBA, MBA+, DBA, Director of Doctoral Business Programs



Dawson Ridenhour, BSBA, Administrative Assistant

**School of Divinity**

Robert W. Canoy, Sr., BA, MDiv, PhD, Dean

James R. McConnell, BSEE, MDiv, PhD, Associate Dean

Danny M. West, BA, MDiv, ThM, PhD, Director of the DMin Program

Melisa Hollifield, Administrative Assistant

**College of Education**

Prince Hycy Bull, BuBA, MA, MEd, Dean

Mitch Porter, PhD, College of Education Assessment Coordinator

Jennifer Putnam, BS, MA, EdD, Associate Dean of Graduate Education Programs, Coordinator of EdD in Curriculum and Instruction

Steve Laws, BS, MA, EdS, EdD, Coordinator of EdS in Educational Leadership

Cheresa Simpson, BA, MEd, EdD, Coordinator of MA in Curriculum and Instruction and Concentration Pathways

Dale Lamb, BS, MED, EdS, EdD, Coordinator of MA in Executive Leadership Studies

Lane Wesson, BEE, MA, PhD, Coordinator of Online BA in Elementary Education

Jeff Hamilton, BA, MSA, EdD, Coordinator of EdD in Organizational Leadership

Wendy Turbyfill, Administrative Assistant and Licensure Specialist

Sandy Clatanoff, School Partnership Coordinator/Academic Advisor

**Charlotte Center**

Gary Bent, Manager

Sharika Staton, Evening and Weekend Assistant

**College of Health Sciences**

Nicole Waters, ADN, BSN, MSN, DNP, RN, Dean of the College of Health Sciences

Ashley Peeler, Administrative Assistant

**Hunt School of Nursing**

Tracy Arnold, ADN, BSN, MSN, DNP, RN, Director

Anna Hamrick, ADN, BSN, MSN-FNP, DNP, Associate Director

Abby Garlock, ADN, BSN, MSN, DNP, Chair of Doctoral Nursing Programs

Tara Hayes, ADN, BSN, MSN, EdD, CNE, RN-BSN Program Coordinator

Ashley Hull, ADN, BSN, MSN, BSN Program and Licensure Coordinator

Ashley Isaac-Dockery, BSN, MSN, ANP, CNP, FNP Program Coordinator

Jessica Ivey, ADN, BSN, MSN, RNC-OB, EdD, ASN Licensure and Program Coordinator

TBD, Psychiatric Mental Health Nurse Practitioner Program Coordinator

Melissa McNeilly, ADN, BSN, MSN, EdD, Chair of Pre-licensure Programs

Marcia Miller, BSN, MSN, PhD, MSN Program Coordinator

Candice Rome, ADN, BSN, MSN, DNP, Chair of Digital Learning Programs

Susan Jenkins, BS, Clinical Site Specialist

Amy Heavner, AAS, Coordinator of Graduate Nursing Admissions

Marie Davis, AA, BS, Coordinator of Undergraduate Records/Admissions

Lydia Murray, AA, BS, Administrative Assistant

**School of Psychological Science and Counselor Education**

David Carscaddon, BA, MA, PhD, Director, School of Psychological Science and Counselor Education

**Department of Psychological Science**

James Morgan, BA, MS, PhD, Chair, Department of Psychological Science

**Department of Counselor Education**

Laura Carscaddon, AA, BA, MEd, EdD, Chair, Department of Counselor Education

**Department of Exercise Science**

David J. Granniss, BS, MLA, PhD, Chair

Ashley Peeler, Administrative Assistant

**Department of Physician Assistant Studies**

Ami R. Steele, DMSc, PA-C, DFAAPA, Program Director

Ashley Kernicky, MPAS, PA-C, Associate Program Director

Mark E. Reiber, MD, FACS, FAAOA, Medical Director

Nancy Winker, MD, Director of Didactic Education

Michele Mercer, MD, Director of Clinical Education

Jamie Y. Camp, MPAS, PA-C, Principal Faculty

Heather Deibler, MSPAS, PA-C, Associate Director of Clinical Education

Marian Chadwick, MPAP, PA-C, Principal Faculty

Stephanie Fraccola, BS, Clinical Scheduling Manager

Allison Qualls, AA, AS, PA Admissions  
Coordinator/Assistant to the PA Program Director

TBD, Clinical Administrative Coordinator

Meaggan, Cochran, Administrative Assistant

#### **Student Success**

Carmen Butler, BS, MA/EdS, EdD, Dean of Student  
Success

Tina Earls, BS, Administrative Assistant to the Dean of  
Student Success and Office Manager for Student Success  
Center

#### **Academic Advising Center**

TBD, Advisor and Success Coach

Michaela R. Barger, BS, MA, Academic Advising  
Coordinator and Data Specialist

Carrie L. Drake, BS, MEd, Director of Academic Services  
for Student-Athletes

Callie Phillips, BS, MA, Student-Athlete Success Coach

Edwina Rozelle, AA, BS, MS, Director of Student  
Persistence and Success Coach

#### **First-Year Programs**

Tammy Bass, BS, MA, EdD, Director

TBD, Secretary for First-Year Program

#### **Tutoring and Testing Services**

Deirdre Pettis, BS, MBA, MAcc, Director of Tutoring and  
Testing Services

#### **Noel Center for Disability Resources**

Cheryl J. Potter, BS, BSW, MA/EdS, Associate Dean of the  
Noel Center for Disability Resources

Robin M. Weaver, BS, Assistant Dean of the Noel Center  
for Disability Resources

Freida Conner, AAS, Secretary

Michelle Wallen, BA, MA, Accessibility Advisor

#### **Writing Center**

Matthew Duffus, BA, MA, MFA, Director of the Writing  
Center

#### **Adult and Distance Education**

Elizabeth Pack, BS, MBA, EdD, Dean of Adult and Distance  
Education

Katie Mullineaux, BA, Data Administrator and Office  
Manager

Prince Bull, BuBA, MA, PhD, Coordinator of Organizational  
Leadership

Homer Craig, AA, BS, MS, Coordinator of Criminal Justice

Tara Hayes, AS, BSN, MSN, Coordinator of RN to BSN

Earl H. Godfrey, BS, MBA, DBA, Director of Undergraduate  
Business Programs

Candice Rome, ADN, BSN, MSN, DNP, Chair of Nursing  
Digital Learning Programs

Erin Cook, BA, MA, EdD, Coordinator of Human Services

R. Lane Wesson, BEE, MA, PhD, Coordinator of Online  
Elementary Education

Prince Bull, BuBA, MA, PhD, Interim Coordinator of Online  
Birth-Kindergarten Program

#### **Planning and Institutional Effectiveness**

Jeffrey L. Tubbs, BA, MS, DA, Vice President for Planning  
and Institutional Effectiveness

Lucas Stern, BA, MA, MS, PhD, Director of Institutional  
Assessment

Lisa G. Kindler, Director of Institutional Research

#### **Finance and Administration**

Tim Shuey, BS, MBA Vice President of Finance and  
Administration

#### **Financial Affairs and Business Services**

Robin G. Hamrick, BS, MBA, Associate Vice President for  
Business and Finance

Brittney Blanton, BS, MBA, Financial Accountant

Haley A. Kendrick, BSBA, MS, Controller

Margaret P. Hudson, AAS, Accounts Payable Specialist

Susan S. Pate, BS, Financial Accountant

Drew Powell, BS, Business Services Manager

Linda H. Smith, Payroll Director

Sonya Torres, BS, Financial Accountant

Janie Miller, BS, Payroll Accountant

Louanne Cason, Business Services Support Specialist

Lowell Hamrick, Vehicle Fleet Coordinator

Sabrina Cook, BS, Payroll Specialist

#### **Student Accounts**

Becky Toney, Student Accounts Office Manager

Dana Roderick, Student Accounts Representative

Missy Ware, BS, Student Accounts Representative

Tracy G. Williams, Student Accounts Coordinator

#### **Campus Shop**

Jane G. Powell, AA, BS, MAcc, Campus Shop Manager

Zachary Dey, BA, MA, MDiv, Textbook Coordinator

Kristen Hutton, BS, Retail Coordinator

Susan H. White, BS, Concessions Manager

#### **Post Office**

Teresa White, BS, Post Office Associate

Kaylee Wacaster, BS, Post Office Associate

#### **Human Resources**

Eric Plemmons, MS, SPNR, SCP, Associate Vice President of Human Resources

Esther Porter, BA, MBA, Human Resources Generalist

Sonja Lancaster, Office Manager

#### **Plant Operations Administration**

David S. Wacaster, AAS, BS, BM, Director of Facilities and Maintenance

Brian Speer, BS, MA, Director of Operations Administration

Barry D. Lane, Director of Environmental and Occupational Safety

Stan F. Powell, Director of Maintenance

Wendy Burnham, Administrative Assistant for Facilities Management

Tony Powell, Director for Grounds

Josh Nesbit, Director for Housekeeping

#### **Food Service**

Suzanne Glasscock, BS, Director of Food Services

Greg Olsen, BS, Catering Manager

Linda C. Klos, BA, Office Manager

#### **Technology Services**

TBD, Associate Vice President for Technology Services

Donna Filer, BS, Database Administrator

David Gordon, AAS, Server and Systems Administrator

Mark Houser, BA, MBA, Programmer Analyst

C. Scot Hull, AA, BA, Network Technician

Jonathan Jackson, Network Administrator

Deidre C. Ledbetter, AAS, BS, MBA, Assistant Vice President for Technology Services

Cindy Moore, AA, Operations Coordinator

Keith Thomas, AAS, PC/Multimedia Support Technician

#### **Advancement**

Nate Evans, BA, MSHR, Vice President for Advancement and External Affairs

Sara L. McCall, BA, MBA +, Assistant Vice President Advancement Services and Operations

TBD, BS, Advancement Administrative and Events Coordinator

Will Mabry, BS, Director of the Bulldog Club

Leah Clevenger, BA, MDiv, Director of Alumni Relations

Aaron Hinton, BA, MDiv, Associate Vice President for Advancement

Kanisha Fowler, BA, Assistant Director of Annual Giving

Becky Robbins, AA, Director of Donor Services

Tami Ruckman, BA, MSW, MEd, CFRE, Major Gifts Officer

#### **Marketing and Communications**

Richard K. McDevitt, BS, Vice President for Marketing and Communications

Sandra C. Earl, Administrative Assistant for Marketing

Jackie Bridges, BA, Assistant Director of University Communications

Wilson Brooks, BS, Associate Vice President for Marketing

Tiffany Hardy, AS, BA, Senior Graphic Designer

Kim Kreuzman, BFA, Social Media Manager

Phillip Lewis, BS, BA, Senior Web Developer

Noel T. Manning II, BA, MA, Associate Vice President for marketing and Communications

Mary Rose, BA, BA, BS, Associate Vice President for Marketing/Creative Director

Scott Stimeare, AA, BA, Graphic Designer

Theandra Thompson, BS, MBA, Associate Vice President for Web and Digital Communications

#### **Enrollment Management**

Kristen J. Setzer, BS, MBA, Vice President for Enrollment Management

Lisa Clary, AAS, Administrative Assistant to the Vice President for Enrollment Management

Jonathan Hooks, BFA, MS, Director of Enrollment Marketing and Communications

Caroline Sloan, BA, Enrollment Marketing Specialist

Alice Manning, MBA, Enrollment Communications Coordinator

#### **Undergraduate Admissions**

Julie C. Fleming, BA, MEd, Assistant Vice President for Undergraduate Admissions

TBD, Associate Director of Undergraduate Admissions

Lindsay Blanton, BS, Assistant Director of Undergraduate Admissions

Emma Shappley, BA, Admissions Counselor

Hope Saunders, BA, Admissions Counselor

Ezekiel Martin, BS, Admissions Counselor

Ben Flournoy, BA, Admissions Counselor

Daniel Graves, BM, Admissions Counselor

Kevin Beardsley, BA, Admissions Counselor

Tobi Tate, BS, Transfer Admissions Counselor

Patricia L. Robbins, Office Manager

Beth Davis, BS, Data Coordinator

**Extended Campus Programs**

Mavia Lee, BS, MBA, Assistant Vice President for Digital Learning

Kheresa W. Harmon, BA, MDiv, Director of Admissions, School of Divinity

Brooke F. Workman, BS, MBA, Director of Admissions, Godbold School of Business

Alex Carroll, BS, Director of Admissions for Online Degree Completion

Jessica Jones, BA, Enrollment Development Officer/KTA Liaison

Kristina Moore, BA, Enrollment Development Officer

Kaye S. Grigg, BS, MBA, Student Success Coach Team Leader

Shelley Gordon, BS, MA, Student Success Coach

Amanda Lemmonds, BS, MA, Enrollment Development Officer

Crystal Bradshaw, BS, Student Success Coach

Edna Fulton, LPN, Nursing Enrollment Development Officer

Danielle Moss, MSW, Education Enrollment Development Officer

Freida Phillips, AAS, BS, Office Manager

Jennifer McSwain, AAS, Data Specialist

**Financial Planning**

Anita R. Elliott, BA., MEd, Director of Student Financial Planning

Shannon N. Owens, BS, Associate Director

Elisabeth Cothran, BA, MDiv, Assistant Director

Lisa D. McFarland, Systems Manager

Kathy S. Bridges, Senior Counselor

Molly M. Allison, BS, MBA, Counselor

Chelsey Hubbard, BS, Financial Planning Specialist

**Student Development**

Lesley Villarose, BA, MEd, Vice President of Student Development and Dean of Students

M. Lynn Hicks, Administrative Assistant to the Vice President and Dean of Students

**Center for Personal and Professional Development**

Micah T. Martin, BS, MA, Director of the Center for Personal and Professional Development

Shea Mattingly, BS, MA, Associate Director of the Center for Personal and Professional Development

**Counseling Center**

Stephanie Allen, BS, MA/EdS, Director of Counseling Center

Michael Taub, BS, MA/EdS, Counselor

TBD, Counselor

**Diversity and Intercultural Initiatives**

TBD, Director of Diversity and Intercultural Initiatives

**Housing and Residence Education**

John R. Johnson, BA, MS, EdD, Director of Housing and Residence Education

TBD, Assistant Director of Student Conduct and Residence Education

TBD, Associate Director of Operations

**International Student Services**

TBD, Director of International Student Services

**Student Activities, Campus Recreation, New Student Orientation**

Brian Arnold, BA, MDiv, Director of Student Activities, Campus Recreation, and New Student Orientation

Jessika M. Raduly, BS, MBA, Associate Director of Student Engagement

Melissa C. Battista, BA, MA, Head Coach for Crossfit

**University Police**

Barry S. Johnson, BS, Chief of University Police

Ron Newcomb, Lieutenant

Tabbatha Pearson, University Police Officer/Investigator

Kenneth Phelps, University Police Officer

Danny McClain, University Police Officer

Billy Fredell, University Police Officer

Teresa Harp, Office Manager, EMT

Rick Geer, University Police Officer

Eric Buff, University Police Officer

**Christian Life and Service**

Tracy C. Jessup, BA, MDiv, PhD, Vice President for Christian Life and Service and Senior Minister to the University

D. Neal Payne, BA, MDiv, Associate Minister to the University for Student Ministries

Stacy M. Simmons, BS, MDiv, Associate Minister to the University for Pastoral Care

Teresa M. Davis, Administrative Assistant to the Office of Christian Life and Service

Mindy L. Robinson, BA, MDiv, Coordinator for Community Engagement and Student Ministries and Assistant Director of The Honors Experience

**Athletics**

Charles S. Burch, BA, MS, Vice President for Athletics

Alison A. Kernicky, AA, Administrative Assistant to the Vice President for Athletics

Pamela C. Scruggs, AA, Senior Associate Athletics Director/Senior Women's Administrator

Tyler Rosenberger, BS, MS, Assistant Athletics Director for Compliance

TBA, Director of Compliance

Marcus C. Rabb, BS, MA, Assistant Athletics Director for Media Relations

Ryan S. Bridges, BA, MA, Director of Sports Information

Phil Constantino, BA, MA, Director of Broadcasting

Jim Corn, AB, Assistant Athletics Director for Student-Athlete Enrichment and Head Women's Tennis Coach

Will Corn, Facilities Coordinator

Tre Lamb, BS, Head Football Coach

Dominique Davenport, BA, Assistant Head Football Coach

Mike Gray, BA, Assistant Football Coach

Taylor Hennigan, BS, Assistant Football Coach

Jamere Hogue, BS, Assistant Football Coach

Taylor Lamb, BS, Assistant Football Coach

Joshua Reardon, BS, Assistant Football Coach

Alvance Robinson, BS, Assistant Football Coach

Jake Thornton, BS, Assistant Football Coach

Tyler Dell, BS, Director of Football Player Personnel

James Francis, BS, Director of Football Operations

Tim Craft, BA, Head Men's Basketball Coach

Jeremy Luther, BA, Associate Head Men's Basketball Coach

Andrew Brown, BA, MEd, Assistant Men's Basketball Coach

Jake Delaney, BA, MBA, Assistant Men's Basketball Coach

Adam Bullard, BSBA, MA, Director of Men's Basketball Operations

Alex Simmons, BS, Head Women's Basketball Coach

Chynna Y. Turner, BA, MA, Assistant Women's Basketball Coach

Garner Small, BS, MBA, Assistant Women's Basketball Coach

Danielle A. Bell, BS, MEd, MS, Assistant Women's Basketball Coach

Bailey Small, BS, Director of Women's Basketball Operations

James J. Chester, BA, MBA, Head Baseball Coach

Anthony J. Marks, BA, Assistant Baseball Coach

Conner Scarborough, BS, Assistant Baseball Coach

R. Anthony Setzer, BS, MA, Head Men's Soccer Coach

Ali Al-Gashamy, BS, MA, IMBA, Assistant Men's Soccer Coach

Mike Varga, BS, Head Women's Soccer Coach

Lucy Jeffs, BS, MBA, Assistant Women's Soccer Coach

Daniel Elliott, BS, MA, Head Wrestling Coach

Scott Mattingly, BS, MBA, Assistant Wrestling Coach

Michael G. Griffith, BA, Head Men's Tennis Coach

Thomas L. Burton, Jr., BS, Head Men's and Women's Golf Coach

Eric Plunkett, BA, MA, Head Volleyball Coach

Jo-Leigh VerVelde, BSBA, MBA, Assistant Volleyball Coach

Bailey Wigness, BA, MA, Head Softball Coach

Lani Ries, BS, MS, Associate Head Softball Coach

Tyler O'Dell, BS, Assistant Softball Coach

Kelly Roberts, BA, MEd, Assistant Softball Coach

Brian D. Baker, BA, Head Men's and Women's Track and Cross Country Coach

Jon Debogory, BS, MEd, Assistant Men's and Women's Track and Cross Country Coach

Carson Sears, BS, MBA, Assistant Men's and Women's Track and Cross Country Coach

Mike Blum, BS, Head Swimming Coach

Kristina Henkel, BS, Assistant Swimming Coach

Travis Kiser, BA, MEd, MS, Assistant Swimming Coach

Jessica M. Aguglia, BA, Head Women's Lacrosse Coach

Grace Sisserson, BS, Assistant Women's Lacrosse Coach

Leigh Anne Flounlacker, BA, Assistant Women's Lacrosse Coach

Curtis Whaley, BS, MA, Director of Athletic Performance

Kyle Lodermeier, BA, MS, Assistant Director of Athletic Performance

Lenea Walker, BA, Head Cheerleading Coach

Kevin T. Jones, AB, MA, Assistant Athletics Director for Athletic Training

Kathleen Ayotte, BS, MA, Associate Athletic Trainer

J. Kenyon Cabe, BA, MEd, Assistant Athletic Trainer

Manny E. Castro, BS, MS, Assistant Athletic Trainer

Tripp Hastings, BS, MS, Assistant Athletic Trainer

Ema Kossin, BS, MS, Assistant Athletic Trainer

Makenzie Dugger, BS, MA, Assistant Athletic Trainer

Becca Webb, BS, MS, Assistant Athletic Trainer



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