

CATAWBA COLLEGE

Catalog 2012-2013



Table of Contents

| | |
|---|-----|
| Discrimination Policy / Title IX Policy | 3 |
| Academic Calendar | 5 |
| Catawba College: A Strength of Tradition | 9 |
| Admissions Information | 10 |
| Scholarships and Financial Assistance..... | 15 |
| SAP Policy (Satisfactory Academic Progress)..... | 17 |
| Expenses & Fees | 25 |
| The Campus Facilities | 29 |
| Student Life and Activities | 32 |
| Awards | 40 |
| Academic Policies, Procedures and Terminology | 45 |
| Academic Programs | 52 |
| General Education Courses | 58 |
| Pre-Medicine and Pre-Health Professions | 59 |
| Programs of Study | 60 |
| • The Ketner School of Business | 60 |
| Department of Business and Economics | 60 |
| Department of Communication Arts..... | 66 |
| • The Hurley School of Arts and Sciences | 69 |
| Department of Biology | 69 |
| Environmental Sciences & Studies | 73 |
| Department of Chemistry | 78 |
| Department of English | 80 |
| Department of History & Politics..... | 84 |
| Administration of Justice | 89 |
| Department of Mathematics | 90 |
| Department of Modern Foreign Languages | 93 |
| Physics | 95 |
| Department of Psychology | 96 |
| Department of Religion & Philosophy | 98 |
| Department of Sociology | 101 |
| Forestry & Environmental Studies | 103 |
| Medical Technology | 103 |
| • The Shuford School of Performing Arts | 104 |
| Department of Music | 104 |
| Department of Theatre Arts..... | 112 |
| • The Goodman School of Education | 122 |
| Department of Physical Education and Recreation | 122 |
| Department of Teacher Education | 131 |
| • The School of Evening and Graduate Studies | 139 |
| Other Academic Units | 141 |
| • The College Honors Program | 141 |
| • Library Science | 142 |
| • Military Science (ROTC) | 142 |
| The College Directory | 143 |
| • The Presidents of the College | 143 |
| • The Board of Trustees | 143 |
| • The Administrative Officers | 145 |
| • The Academic Administration | 146 |
| • The Faculty | 146 |
| • The Administrative Staff | 152 |
| Index to Major and Minor Fields of Study | 155 |
| General Index | 156 |

CORRESPONDENCE DIRECTORY

The post office address is Catawba College, 2300 West Innes Street, Salisbury, NC 28144-2488. The telephone number is 704-637-4111. The toll-free number for the Admissions Office is 1-800-CATAWBA; E-Mail: admission@catawba.edu and the World Wide Web site is <http://www.catawba.edu>. Correspondence and telephone inquiries regarding the following matters should be directed to:

- General Interest of the College – *The President, 637-4414*
- Academic Program – *Provost, 637-4466*
- Admissions – *The Director of Admissions, 637-4402*
- Alumni Activities – *The Director of Alumni & Parent Relations, 637-4520*
- Student Accounts – *Student Accounts Receivable, 637-4388*
- Gift and Bequest Information – *Director of Development, 637-4394*
- Publicity – *Chief Communications Officer, 637-4393*
- Registration and Student Academic Records – *The Registrar, 637-4411*
- Religious Life – *Chaplain, 637-4446*
- Scholarships & Financial Assistance – *Director of Scholarships & Financial Aid, 637-4416*
- Student Activities and Residence Life – *The Dean of Students, 637-4410*

CATAWBA COLLEGE POLICY FOR NON-DISCRIMINATION AGAINST INDIVIDUALS ON THE BASIS OF SEX

Catawba College is committed to providing equal opportunities for all students, employees, applicants for student admission and applicants for employment regardless of sex or sexual orientation unless allowed by law and deemed necessary to the operation of the College. The College complies with all applicable federal, state and local laws governing non-discrimination.

Catawba College will comply with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX). Title IX prohibits discrimination on the basis of sex in any education program or activity operated by a recipient of Federal financial assistance. Catawba College receives financial assistance from the U.S. Department of Education, thus the College is subject to Title IX and its implementing regulations.

CATAWBA COLLEGE TITLE IX POLICY

1. Ensure that individuals are treated in a non-discriminatory manner in all educational and recreational programs or opportunities, including but not limited to intercollegiate and intramural athletics.
 - (2) Ensure that individuals are treated in a non-discriminatory manner in any proposed educational and recreational programs or opportunities, including but not limited to intercollegiate and intramural athletics.
 - (3) Inform the college's population that any individual who believes he or she has been discriminated against on the basis of sex, should file a grievance with the Title IX Coordinator.

TITLE IX GRIEVANCE PROCEDURES

To provide for the prompt and equitable resolution of complaints alleging action prohibited by Title IX.

- (1) Grievance is brought to Title IX Coordinator by the complainant or the complainant's colleague (friend, faculty member, staff member, etc.).
- (2) Complainant is interviewed by the Title IX Coordinator. If a grievance is filed, all parties should be notified immediately.
- (3) Complaint is heard by Title IX Committee, which is chaired by the Title IX Coordinator, within 10 days of the date that the grievance was filed.
- (4) Any witnesses for the grievant and the recipient of the complaint are interviewed by the Title IX Committee.
- (5) A decision is rendered by the Title IX Committee and the findings are forwarded to the College's Office of the President. The entire grievance process should not take more than 30 days.

Title IX Committee Selection

The Title IX Coordinator, with the President's approval, will select four individuals to serve on the Title IX Committee. The appointment will be for two fiscal years. The Title IX Committee consists of Dr. James Hand, Title IX Institutional Coordinator, and members Ms. Jan Gillean, Assistant Dean for Campus Activities and Programs; Dr. Margaret Stahr, Assistant Professor of English; Dr. Rhonda Truitt, Title IX Coordinator for Athletics; and Dr. John Zerger, Professor of Mathematics.

Title IX

Testimony and Investigation

The Title IX Committee interviews the grievant, the recipient of the grievance and any witnesses with relevant information about the case. Only one witness is present before the committee at any given time. Any information can be submitted in written or oral presentations.

Deliberation

After all evidence has been reviewed, the committee votes by secret ballot to agree or disagree that the grievance is in violation of Title IX. The Title IX Coordinator counts the votes until a majority of like votes are found. Each committee member agrees to support the final decision, regardless of his or her personal decision about the case. Committee members are also reminded of their confidentiality commitment regarding all information about the case. The Title IX Coordinator sends the committee's decision to the President of the College as a recommendation as to whether an individual has been discriminated against or not.

Notification

Both parties involved in the grievance will be notified of the committee's decision in writing within five days of the conclusion of the case.

Accountability

All matters associated with the Title IX Committee process and hearings are confidential. The College will treat any violation of confidentiality as a serious offense and will maintain zero tolerance for such violations. All persons participating must maintain confidentiality and the complainant, witnesses and committee members are afforded complete privacy. All records and proceedings are considered confidential and will be maintained separate from personnel and student files, available only on a "need to know" basis and will be stored in the President's Office.

All attempts to influence witnesses or committee members and any harassment of any of the parties involved in the case will not be tolerated.

Any violation of the accountabilities referenced above will result in disciplinary action up to and including termination of employment in the case of a faculty or staff member, or in the case of a student, expulsion from the college.

ABOUT THE CATALOG

The information in the catalog applies to the academic year 2012-2013 and is accurate to the best of our knowledge, as of June, 2012. Catawba College reserves the right to change matters described in the catalog, including academic programs and requirements, without prior notice and in accordance with established procedures. The College will publish changes, and students are responsible for informing themselves of such changes.

Individual faculty and staff members are not at liberty to grant exceptions to these policies, and any such verbal agreements may not be honored by the College.

2012-2013 Academic Calendar

DAY PROGRAM

FIRST SEMESTER FALL 2012

AUGUST

| | | |
|-------|----------|--|
| 6-10 | Mon-Fri | Pre-term Meetings |
| 11 | Sat. | New Students Arrive / Residence Halls Open for First-Year Students at 9am |
| 11-14 | Sat-Tues | Orientation for New Students |
| 13 | Mon | Transfer Registration |
| 14 | Tues | Upper-class Students Arrive / Residence Halls Open for Upperclass Students at 9am / FIRST YEAR Students Register / Advising for Returning Students |
| 15 | Wed | Registration for Returning Students / Classes Begin |
| 22 | Wed | Last Day to Add a Course / Last Day to File for December Graduation |
| 23 | Thurs | Opening Convocation |

SEPTEMBER

| | | |
|-------|---------|---|
| 3 | Mon | Labor Day Holiday / No Classes |
| 21-23 | Fri-Sun | Family Weekend |
| 24 | Mon | Last Day to Remove "I" Grades Outstanding from Spring or Summer |

OCTOBER

| | | |
|-------|----------|---|
| 4 | Thurs | Progress Reports Due |
| 13-16 | Sat-Tues | Fall Break |
| 17 | Wed | Last Day to Drop a Class / Credit by Exam for Fall 2012 Must Be On File in Registrar's Office |
| 22 | Mon | Registration begins for Spring Semester & Winter Term |
| 26 | Fri | Last Day for Voluntary Withdrawal |
| 26-28 | Fri-Sun | Homecoming Weekend |

NOVEMBER

| | | |
|-------|---------|---------------------|
| 21-25 | Wed-Sun | Thanksgiving Break |
| 26 | Mon | Classes Resume |
| 30 | Fri | Last Day of Classes |

DECEMBER

| | | |
|-------|---------|---|
| 1 | Sat | Study Day |
| 3-7 | Mon-Fri | Final Examinations |
| 7 | Fri | Residence Halls Close for Christmas Break at 5pm |
| 10 | Mon | All Grades Due at 7am / Winter Term Classes Begin |
| 11 | Tues | Last Day to Add Winter Term Class |
| 17-31 | Mon-Mon | Christmas Break / College Closed |
| 21 | Mon | Last Day to Drop a Winter Term Class |

SECOND SEMESTER 2013

JANUARY

| | | |
|----|------|---|
| 1 | Tues | New Year's Day Holiday / College Closed |
| 2 | Wed | Last Day of Winter Term Classes/Winter Term Grades are Due by 4pm |
| 6 | Sun | Residence Halls Open |
| 7 | Mon | Registration for New Students/Advising for Returning Students |
| 8 | Tues | Registration for Returning Students / Classes Begin |
| 16 | Wed | Last Day to Add a Course / Last Day to File for May Graduation |
| 21 | Mon | Martin Luther King, Jr. Holiday / College Closed |

FEBRUARY

| | | |
|----|-----|---|
| 18 | Mon | Last Day to Remove "I" Grades Outstanding from First Semester |
| 25 | Mon | Progress Reports Due |

MARCH

| | | |
|----------|---------|---|
| 2-10 | Sat-Sun | Spring Break |
| 11 | Mon | Classes Resume |
| 12 | Tues | Last Day to Drop a Class/Credit by Exam Must Be on File in Registrar's Office |
| 22 | Fri | Last Day for Voluntary Withdrawal |
| 25 | Mon | Registration for Summer Session and Fall Semester, 2013 |
| 29-Apr 1 | Fri-Mon | Easter Break / College Closed |

APRIL

| | | |
|----|-------|---------------------------|
| 18 | Thurs | Spring Awards Convocation |
| 29 | Mon | Last Day of Classes |
| 30 | Tues | Study Day |

MAY

| | | |
|-----|----------|--|
| 1-7 | Wed-Tues | Final Examinations (No Saturday Examinations) |
| 7 | Tues | Residence Halls Close for All Non-Graduates at 5pm |
| 8 | Wed | Senior Grades Due by Noon |
| 9 | Thurs | All Grades Due at 4pm / Senior Investiture |
| 10 | Fri | Baccalaureate |
| 11 | Sat | Commencement |

EVENING AND GRADUATE STUDIES

FIRST SEMESTER FALL 2012

BLOCK 1 AUGUST

| | | |
|----|-------|--|
| 1 | Wed | Registration (New/Re-Entering Students) |
| 2 | Thur | Registration (Continuing Students) / First Class |
| 6 | Mon | Last Day to Add |
| 9 | Thurs | 3rd Class Meeting |
| 13 | Mon | 4th Class Meeting |
| 16 | Thurs | 5th Class Meeting |
| 18 | Sat | 6th Class Meeting |
| 20 | Mon | Last Day to Drop (1) |
| 23 | Thur | 8th Class Meeting |
| 27 | Mon | Last Class Meeting/Final Exam |

BLOCK 2 AUGUST

| | | |
|----|------|----------------------------------|
| 30 | Thur | Registration/First Class Meeting |
|----|------|----------------------------------|

SEPTEMBER

| | | |
|----|------|-------------------------------|
| 3 | Mon | Labor Day Holiday |
| 6 | Thur | Last Day to Add |
| 10 | Mon | 3rd Class Meeting |
| 13 | Thur | 4th Class Meeting |
| 15 | Sat | 5th Class Meeting |
| 17 | Mon | 6th Class Meeting |
| 20 | Thur | Last Day to Drop (1) |
| 24 | Mon | 8th Class Meeting |
| 27 | Thur | Last Class Meeting/Final Exam |

BLOCK 3 OCTOBER

| | | |
|----|------|----------------------------------|
| 1 | Mon | Registration/First Class Meeting |
| 4 | Thur | Last Day to Add |
| 8 | Mon | 3rd Class Meeting |
| 11 | Thur | 4th Class Meeting |
| 15 | Mon | Fall Break - No Class |
| 18 | Thur | 5th Class Meeting |
| 20 | Sat | 6th Class Meeting |
| 22 | Mon | Last Day to Drop (1) |
| 25 | Thur | 8th Class Meeting |
| 29 | Mon | Last Class Meeting/Final Exam |

BLOCK 4 NOVEMBER

| | | |
|----|-------|----------------------------------|
| 1 | Thur | Registration/First Class Meeting |
| 5 | Mon | Last Day to Add |
| 8 | Thur | 3rd Class Meeting |
| 12 | Mon | 4th Class Meeting |
| 15 | Thur | 5th Class Meeting |
| 17 | Sat | 6th Class Meeting |
| 19 | Mon | Last Day to Drop (1) |
| 22 | Thur | Thanksgiving Holiday |
| 26 | Mon | 8th Class Meeting |
| 29 | Thurs | Lessons & Carols - No Class |

DECEMBER

| | | |
|---|-----|-------------------------------|
| 3 | Mon | Last Class Meeting/Final Exam |
|---|-----|-------------------------------|

BLOCK 5 Classes Meet Every Other Tuesday

| | | |
|--------|------|----------------------------------|
| Aug 7 | Tues | Registration/First Class Meeting |
| Aug 21 | Tues | Last Day to Add |
| Sept 4 | Tues | 3rd Class Meeting |
| Sep 18 | Tues | 4th Class Meeting |
| Oct 2 | Tues | 5th Class Meeting |
| Oct 16 | Tues | 6th Class Meeting |
| Oct 30 | Tues | Last Day to Drop (1) |
| Nov 13 | Tues | 8th Class Meeting |
| Nov 27 | Tues | Last Class Meeting/Final Exam |

BLOCK 6 ONLINE

| | | |
|--------|-------|----------------------|
| Aug 2 | Thurs | Classes Begin |
| Aug 9 | Thurs | Last Day to Add |
| Oct 18 | Thurs | Last Day to Drop (1) |
| Dec 3 | Mon | Final Exam |

(1) This deadline pertains to the grade (i.e. last day to drop and receive a "W"), not the refund. Check the refund policy in your School of Evening and Graduate Studies Handbook for more information.

SECOND SEMESTER SPRING 2013

BLOCK 1 JANUARY

| | | |
|----|-------|---|
| 4 | Fri | Registration (New/Re-Entering Students) |
| 7 | Mon | Registration (Continuing Students) |
| 7 | Mon | First Class |
| 10 | Thurs | Last Day to Add |
| 14 | Mon | 3rd Class Meeting |
| 17 | Thurs | 4th Class Meeting |
| 21 | Mon | MLK Day - No Classes |
| 24 | Thurs | 5th Class Meeting |
| 26 | Sat | 6th Class Meeting |
| 28 | Mon | Last Day to Drop (1) |
| 31 | Thur | 8th Class Meeting |

FEBRUARY

| | | |
|---|-----|---------------------------------|
| 4 | Mon | Last Class Meeting / Final Exam |
|---|-----|---------------------------------|

BLOCK 2

FEBRUARY

| | | |
|----|----------|------------------------------------|
| 7 | Thurs | Registration / First Class Meeting |
| 11 | Mon | Last Day to Add |
| 14 | Thurs | 3rd Class Meeting |
| 16 | Sat | 4th Class Meeting |
| 18 | Mon | 5th Class Meeting |
| 21 | Thurs | 6th Class Meeting |
| 25 | Mon | Last Day to Drop (1) |
| 28 | Thursday | 8th Class Meeting |

MARCH

| | | |
|---|-----|---------------------------------|
| 4 | Mon | Last Class Meeting / Final Exam |
|---|-----|---------------------------------|

BLOCK 3

MARCH

| | | |
|----|-------|----------------------------------|
| 7 | Thurs | Registration/First Class Meeting |
| 11 | Mon | Last Day to Add |
| 14 | Thurs | 3rd Class Meeting |
| 18 | Mon | 4th Class Meeting |
| 21 | Thurs | 5th Class Meeting |
| 23 | Sat | 6th Class Meeting |

Calendar

25 Mon Last Day to Drop (1)

28 Thurs 8th Class Meeting

APRIL

1 Mon Easter Break

4 Thurs Last Class Meeting/Final Exam

BLOCK 4**APRIL**

8 Mon Registration/First Class Meeting

11 Thurs Last Day to Add

15 Mon 3rd Class Meeting

18 Thur 4th Class Meeting

20 Sat 5th Class Meeting

22 Mon 6th Class Meeting

25 Thur Last Day to Drop (1)

29 Mon 8th Class Meeting

MAY

2 Thur Last Class Meeting/Final Exam

10 Fri Baccalaureate

11 Sat Commencement

BLOCK 5 (Classes Meet Every Other Tuesday)

Jan 8 Tues Registration/First Class Meeting

Jan 22 Tues Last Day to Add

Feb 5 Tues 3rd Class Meeting

Feb 19 Tues 4th Class Meeting

Mar 5 Tues 5th Class Meeting

Mar 19 Tues 6th Class Meeting

Apr 2 Tues Last Day to Drop (1)

Apr 16 Tues 8th Class Meeting

Apr 30 Tues Last Class Meeting/Final Exam

BLOCK 6 ONLINE

Jan 7 Mon Classes Begin

Jan 14 Mon Last Day to Add

Mar 28 Thurs Last Day to Drop (1)

May 2 Thurs Final Exam

SUMMER SESSION 2013**Both day and evening programs****BLOCK 1**

May 20 Mon Registration / First Class Meeting

May 23 Thur Last Day to Add

May 27 Mon Memorial Day Holiday / College Closed

May 30 Thur 3rd Class Meeting

June 1 Sat 4th Class Meeting

June 3 Mon 5th Class Meeting

June 6 Thur 6th Class Meeting

June 10 Mon Last Day to Drop (1)

June 13 Thur 8th Class Meeting

June 17 Mon Last Class Meeting / Final Exam

BLOCK 2

June 20 Thur Registration / First Class Meeting

June 24 Mon Last Day to Add

June 27 Thur 3rd Class Meeting

July 1 Mon 4th Class Meeting

July 4 Thur July 4th Holiday / College Closed

July 8 Mon 5th Class Meeting

July 11 Thur 6th Class Meeting

July 13 Sat Last Day to Drop (1)

July 15 Mon 8th Class Meeting

July 18 Thur Last Class Meeting / Final Exam

BLOCK 3 ONLINE

May 20 Mon Classes Begin

May 30 Thur Last Day to Add

July 8 Mon Last Day to Drop (1)

July 18 Thur Final Exam

(1) This deadline pertains to the grade (i.e. last day to drop and receive a "W"), not the refund. Check the refund policy in your School of Evening and Graduate Studies Handbook for more information.

8
Calendar

2012

AUGUST

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

SEPTEMBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

OCTOBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

NOVEMBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

DECEMBER

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

2013

JANUARY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

FEBRUARY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

MARCH

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

APRIL

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

MAY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

JUNE

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

JULY

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

Catawba College: A Strength of Tradition

The vitality of Catawba College lies in its tradition of strong academic programs; sensitive, concerned but demanding faculty; diverse students who share a seriousness of purpose; successful, loyal graduates and informed, committed trustees.

BUILDING THE TRADITION: History of Catawba College

Catawba's tradition extends back to its establishment in 1851 in the town of Newton, a center of commerce in the foothills of western North Carolina. This region had been settled by hardy German pioneers who had traveled in the 1740s from eastern Pennsylvania to settle in the valleys of the Haw, Yadkin, and Catawba rivers.

Bringing with them a strong cultural and religious heritage, these pious settlers established the North Carolina Classis of the Reformed Church in 1831 and shortly thereafter in 1834 established an Education Society to send young men to certain northern schools of the Reformed Church so that they might be educated and return to serve in the ministry.

This tradition of placing a high value on education made itself felt again in the meeting of the Classis at St. Matthew's Arbor in 1848 where it was suggested that the Education Society "found a college of our own in our own midst."

Bearing the name of the Indian tribe which had already lent its name to the county and the river flowing nearby, Catawba College opened in 1851 with a gift of ten acres of land and a capital investment of \$15,000. The years that followed were filled with a fair level of prosperity for the growing institution, reflecting the economic climate of the area.

The Civil War, however, brought drastic changes, reducing the availability of funds and students. During the war years, the College became an academy, operating as Catawba High School from 1865 to 1885. In the latter year, it resumed operations under its original charter as Catawba College.

In 1890, Catawba became a coeducational institution, with the first woman graduate completing her studies in 1893. Even with the addition of women to the student body, the College struggled to overcome the ravages and depletion brought on by the war.

Responding to the offer of a partially constructed dormitory-administration building and several acres of land in Salisbury, trustee, college, and church officials closed the campus in Newton in 1923 and re-opened in Salisbury in 1925.

Since opening in Salisbury, the College has built a tradition of successful graduates who continue to honor the College by their achievements and enable it through their support to strengthen that tradition with each entering class. These graduates include physicians, attorneys, teachers and college professors, corporate executives, actors and musicians, social workers, and others who contribute to our society in a variety of ways.

In 1957, the Evangelical and Reformed Church, Catawba's parent body, merged with the Congregational Christian Churches to form the United Church of Christ, with which the College maintains affiliation. There are, however, no sectarian restrictions at the College; instead, the institution seeks to maintain an atmosphere congenial to all students in search of truth. Many different religious denominations are represented among the student body with Baptist, Methodist, Roman Catholic, Lutheran, Presbyterian, the United Church of Christ, and the Episcopal churches having the largest number of students enrolled.

Catawba seeks to serve the Salisbury-Rowan County community through its programs and services. The Robertson College-Community Center, a facility built as a joint venture with the community over 40 years ago, houses the Shuford School of Performing Arts and showcases musical and theatre productions from the college and the community. Similarly, the college's athletic facilities have been enhanced by the local community and are available to local residents as well as students. Students thus have an opportunity to be an active part of a larger community while they are enrolled at Catawba and find within that community opportunities for interaction, service, and personal development.

CATAWBA COLLEGE TODAY

Catawba College now has 41 buildings on 276 wooded acres. It is known for its 189-acre on-campus ecological preserve and its 300-acre wildlife refuge. The physical plant is valued in excess of \$40 million.

Nearly 1,300 students representing over 30 states and 14 foreign countries attend Catawba. The student body is evenly divided among men and women.

Like the student body, the Catawba faculty is cosmopolitan in nature. It embodies a significant range of opinion and philosophy, founded in studies at many of our nation's leading colleges and universities. Of the 72 full-time teaching faculty employed at the College, 89 percent hold the doctorate or terminal degree in their discipline (Ph.D. or M.F.A.).

Catawba seeks to employ faculty members who not only are excellent teachers, but who also have the capacity to guide and challenge students through their interaction with them in clubs, scholastic organizations, and athletic and social activities. Faculty are genuinely committed to the mission of the College which expresses concern for the total development of the student. The faculty-student ratio of approximately one-to-sixteen means that a faculty member is always available to aid and counsel a student and to offer support in the sometimes difficult developmental process. Former students often attribute their success to the fact that faculty members cared about them as persons, not just for their academic performance.

Catawba College is governed by a Board of Trustees of 48 men and women representing a broad spectrum of leadership from various constituency groups within the College community—businesses and professions, the alumni association, and the United Church of Christ.

Admissions Information

HOW TO APPLY AS A FRESHMAN DAY STUDENT

1. Request an application by writing or calling

*Office of Admissions
Catawba College
2300 West Innes Street
Salisbury, NC 28144-2488
(704)637-4402 or toll-free, 1-800-CATAWBA,
or internationally, 704.637.4402.
The country code for the United States is 01.
FAX: 704-637-4222
E-Mail: admission@catawba.edu
Web site: <http://www.catawba.edu>*

2. Apply online at www.catawba.edu.

3. Each candidate must submit the following items directly to the Office of Admissions:

- a. The completed application for admission;
- b. Either an official copy of the student's high school transcript (a notarized English translation is required when records are in another language), a General Education Development (G.E.D.) certificate or a certified Adult High School Diploma;
- c. An official copy of scores on either the Scholastic Assessment Test (S.A.T.) or the American College Testing Program (A.C.T.); AT Requirements:
 - 1 All freshmen taking the SAT after March 2005 and applying for admission to Catawba College will be required to submit results of the writing test as well as math and critical reading test results (formerly known as verbal).

ACT Requirements:

2. All freshmen taking the ACT after February 2005 are required to submit results of the ACT standard test and writing test.
- d. A completed essay following guidelines provided on the application for admission;
- e. One recommendation form from a high school teacher who has had them in class;
- f. A non-refundable \$25 processing fee.

HOW TO APPLY AS A TRANSFER DAY STUDENT

1. Follow steps one or two in applying to Catawba College from "How to Apply as a Freshman Day Student."
2. Each candidate must submit the following items directly to the Office of Admissions:
 - a. The completed application for admission;
 - b. An official college transcript (a notarized English translation is required when records are in another language) from every institution of higher learning that the student has attended;
 - c. An official copy of the student's high school transcript (a notarized English translation is required when records are in another language), a General Education Development (G.E.D.) certificate or a certified Adult High School Diploma;
 - d. Candidates with 25 or less credits of transfer work and who graduated from high school within the last 12 months are encouraged to submit SAT or ACT scores, including writing sub-scores;
 - e. A completed essay following guideline provided on the application for admission;
 - f. A non-refundable \$25 processing fee.

HOW TO APPLY AS AN EVENING STUDENT

1. Request an application by writing or calling

*School of Evening and Graduate Studies
Catawba College
2300 West Innes Street
Salisbury, NC 28144-2488
(704) 637-4772 or toll-free, 1-800-CATAWBA,
FAX: 704-637-4744
E-Mail: eup@catawba.edu*

2. Each candidate must submit the following items directly to the School of Evening and Graduate Studies:

- a. The completed application for admission;
- b. Either an official copy of the student's high school transcript (a notarized English translation is required when records are in another language), or a copy of the General Education Development (G.E.D.) certificate;

- c. An official transcript (a notarized English translation is required when records are in another language) from every institution of higher learning that the student has attended; and
 - d. A non-refundable \$25 processing fee.
3. Candidates may apply online by visiting the Catawba College website (www.catawba.edu).
 4. All official transcripts must be received before a candidate will be admitted.

ADMISSION APPLICATION DEADLINES

Fall semester: March 15 (All applications received after March 15 will be reviewed on a space available basis only.)

Spring semester: January 5

Summer semesters: First day of intended semester

Qualified applicants are encouraged to complete the application process early in their high school senior year. Applicants are encouraged to contact the Office of Admissions at 1-800-CATAWBA to determine their admission status. Denied applications may be appealed to the Faculty Admissions Committee and/or the Dean of Admissions.

ADMISSION REQUIREMENTS

In applying for admission to Catawba College, each student is asked to provide the Office of Admissions with a wide range of information relating to both academic and non-academic interests. This information is used by the Office of Admissions and the Faculty Admissions Committee to make a decision based on the potential of the student to profit from and contribute to Catawba's strengths as a community of scholars. Catawba College does not discriminate in its admissions policies on the basis of race, sex, color, religion, age, national or ethnic origin or handicap.

Candidates will be classified into the following statuses based on the scholastic records they submit:

- I. **First-Time College Students:** High school graduates who have not previously attended a college or university.
- II. **Transfer Students:** Students who have attended one or more accredited colleges or universities and now seek to continue their studies at Catawba. Course work taken during the summer immediately following graduation from high school will be recorded on the student's transcript as transfer work, but will not cause the student to be classified as a transfer student. These students will not lose eligibility for any first year student aid.
- III. **Re-Entering Students:** Students who have previously attended Catawba College without completing their degree and without having attended any other accredited college or university since leaving Catawba.
- IV. **Transient Students:** Full-time college students enrolled at other institutions of higher learning who are seeking to take up to one semester of work at Catawba, but will be returning to their "home" institutions.
- V. **Post-Baccalaureate Students:** Baccalaureate Degree recipients seeking to take additional college courses.
- VI. **Graduate Students:** College graduates seeking to obtain a Master's of Education degree.
- VII. **Evening Students:** Adults, at least 21 years of age, who have obtained a high school diploma or a General Education Development (G.E.D.) certificate. Catawba's Evening Program is designed for adults, at least 21 years of age, who would like to earn a college degree in the evening or who would like to take courses for professional or personal development. Two undergraduate degree programs are offered: the Bachelor of Business Administration; and the Bachelor of Arts in Education (Birth-Kindergarten). Courses are generally offered in a four-week block format of nine class meetings (eight weeknights and one Saturday morning). Both Fall and Spring semesters have four blocks each, and students may enroll in one course per block. The summer term consists of two additional blocks. By attending year-round, evening students can earn at least 30 semester hours each year, and complete the degree in four years. For general application criteria, please refer to the "How to Apply as a Evening Student" information found earlier in the Admissions Section. Credit previously earned at other accredited colleges and universities will be accepted according to the "Transfer of Credit" policy found in the Academic Policies, Procedures and Terminology section of this catalog.

Admission Policies

Day Program:

Along with an applicant's essay and recommendation, Catawba College examines three specific academic criteria to determine an applicant's provability of success: academic course selection, high school grade point average (G.P.A.), and scores on either the S.A.T., A.C.T., or the T.O.E.F.L. Evidence of leadership, community service, and indicators of strong character are also taken into consideration in the selection process.

All students must present a minimum of 16 high school units of which **12 must be academic subjects and/or college preparatory**. It is recommended that each student successfully complete the following courses in high school:

12
Admissions

| | |
|---|---------|
| English | 4 units |
| Mathematics (Algebra I or above) | 3 units |
| Laboratory Science | 3 units |
| Social Science | 3 units |
| Foreign Language (highly recommended) | 2 units |

Applicants who have not yet completed high school must still submit an official high school transcript of all academic work completed or a General Education Development (G.E.D.) Certificate or an Adult Evening High School Diploma.

While testing does not always tell the whole story about a prospective student's academic abilities, it is one of the more reliable measures for giving an indication of what a student's first year classroom performance will be. Catawba, therefore, requires prospective students to submit scores from one of three nationally recognized academic tests—the College Entrance Examination Board's (C.E.E.B.) Scholastic Assessment Test (S.A.T. I), Test of English as a Foreign Language (T.O.E.F.L.), the American College Testing Program's A.C.T. Students taking these tests should request that their test scores be sent directly to the Catawba Admissions Office.

The character of the applicant is considered in determining eligibility for admission. Catawba College does not discriminate against qualified individuals who have disabilities. Moreover, as required by law, Catawba will provide reasonable accommodations to those students with disabilities who have met the academic standards for admission.

Students seeking accommodations should contact the Academic Resource Center (See page 51 for a copy of the College's Policy on Disabilities and procedures. The student must submit a disclosure form and a recent report (less than three years old) from a qualified professional evaluator documenting the disability and making recommendations regarding accommodations. Documentation should be sent to the chief academic officer.

For additional information contact the Office of Admissions (704-637-4402).

Students may also submit performance scores on other achievement tests or scales such as the C.E.E.B.'s Advanced Placement (A.P.) Exams, the College Level Examination Program (C.L.E.P.) or the International Baccalaureate (I.B.) Program if they so desire.

There are instances where certain admissions statuses will require additional application records. Those documents are listed in the following sections: Transfer, International, Re-Entering, Post-Baccalaureate, Advanced Placement, College Level Examination Program, Transient and Graduate Students.

During the registration process, any student accepted whose documentation is not complete will be required to sign a document where-in he/she attests that:

1. He/she is aware of the fact that admission is provisional.
2. He/she accepts the sole responsibility for securing and submitting the applicable items within 30 days of his/her initial registration.

If the acceptable item(s) are not received by Catawba College before the deadline, the College may be compelled to cancel the student's registration. If the College is compelled to take such action, the student will not be permitted to attend any classes following the cancellation date. He/she will not be entitled to a refund of tuition payments for any classes attended.

TRANSFER STUDENTS

Students applying for admission to Catawba College as degree-seeking students from other accredited colleges and universities are admitted as Transfer Students. Transfer students should follow the general procedures outlined above in the section "How to Apply as a Transfer Day Student."

Transfer students are strongly encouraged to send their college transcript(s), official final high school transcript and application to Catawba College by August 1 for the fall semester and no later than two weeks prior to the Spring semester. Individuals with 25 credits or less of transfer work are encouraged to submit SAT or ACT scores, including writing test sub-scores. **Official college transcripts must be mailed directly from the office of the registrar from all previously attended institutions;** and prospective applicants should request the transcripts be sent to Catawba immediately upon their decision to apply.

Candidates will be notified of their application status within three weeks after Catawba receives the completed application file, including all college transcripts and any other requested information.

To be admitted, transfer students must either have earned an Associate degree:

- 1) They must be **academically and socially** eligible to return to the school they are currently attending or in which they were previously enrolled; and then must have attained a minimum college GPA of 2.0.
- 2) Students who are attending or have attended an accredited community or junior college may transfer up to 60 semester hours of credit to Catawba College. Graduates of North Carolina Community College degree programs covered under the 1997 Comprehensive Articulation Agreement may receive up to 64 semester hours transfer credit. Students who have attended or are currently attending an accredited four-year institution may transfer up to 90 semester hours of credit to Catawba College, as determined by Catawba's Registrar.
- 3) Students with less than 24 hours of college level course work will be evaluated for admission based on their academic performance in high school as well as in college level course work. The SAT or ACT test scores of students having graduated

high school within the last 12 months may also be taken into consideration. Students with 25 or more credits of college credit will be evaluated based on their transfer work only.

On its official transcripts, Catawba College will show course titles, grades, and credit hours earned (but not quality points) on transfer and transient courses for which Catawba has comparable courses and in which the student has earned a "C" or better. The Catawba College Registrar, in consultation with appropriate department representatives as necessary, will determine whether such courses are comparable to Catawba offerings and therefore acceptable for transfer credit. Catawba College will calculate grade point averages for graduation, honors, class rank, junior marshals, etc. on Catawba work only. In checking graduation requirements in general education, the Catawba College Registrar will evaluate transfer and transient work and count comparable courses as satisfying Catawba's general education requirements.

Students entering the traditional college program with fewer than 18 semester hours will have their records reviewed on an individual basis to determine appropriate placement in the College Orientation course. All students must satisfy the core requirements and other graduation requirements set forth in this issue of the Catawba College Catalog.

INTERNATIONAL STUDENTS

Admission to Catawba College is open to qualified students from all nations. Students who are able to provide evidence of suitable academic preparation and adequate financial resources are eligible to apply at least three months prior to the term in which they plan to begin their studies. For general application criteria, please refer to the section entitled "How to Apply as a Day Student."

Additionally, international candidates must submit the completed Certification of Finances form published by the College Entrance Examination Board. Federal financial assistance is not available to international students.

Those students from nations where English is the native language must have at least one of the following to be considered for admissions:

1. A combined S.A.T. score of 900 with at least 450 on the verbal section.
2. An A.C.T. score of at least 18.
3. Above average scores on the "0" level or "A" level examination in the British system schools or their equivalent in Northern Ireland or Scotland.

Students from nations where English is not the native language must meet at least one of the following requirements to be considered for admissions:

1. Complete Level 109 from an English as a Second Language (E.S.L.) Inc. language center.
2. Score a minimum of 525 on the T.O.E.F.L. (Computer equivalent of 197).
3. Score a minimum of "3" on the A.P.I.E.L.
4. Score 450 or more on the verbal section of the International Scholastic Aptitude Test.
5. Have a combined 2.000 G.P.A. with no grade below a "C" in two English composition courses from an A.A.C.R.A.O. accredited college or university.

All international students' secondary school credentials are subject to the acceptable criteria stated from their individual country in the A.A.C.R.A.O. world education series, governed by the National Council on the Evaluation of Foreign Education Credentials, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036.

RE-ENTERING STUDENTS - Students who have previously attended Catawba College, who are academically and socially eligible to return to Catawba and have not attended any other accredited college or university since leaving Catawba are able to apply for re-admission to the College in order to take courses for academic enrichment and/or the completion of degree requirements. An application is required for re-entering students. At the time of application, the admissions office will contact various College officials in order to determine the student's eligibility to return. All previous financial balances owed to Catawba College must be paid.

POST-BACCALAUREATE STUDENTS - Students who have already earned a baccalaureate degree from an accredited institution have the opportunity to continue their study at Catawba College. Courses and programs are offered for academic enrichment, the upgrading of credentials, and the attainment of teaching licensure (certification). Proof of graduation from a four-year degree program must be submitted at the time of application. Final transcripts from the degree granting institution will suffice. Please refer to the section entitled "How to Apply as a Day Student" or "How to Apply as a Lifelong Learning Student."

Candidates wishing to obtain a second or additional undergraduate degree may do so provided that the degree sought (for example B.A., B.B.A., B.F.A., B.S.) is different from the previously earned degree(s).

TRANSIENT STUDENTS - Students attending another college or university may take up to one semester of work at Catawba College and therefore be considered a transient or visiting student. An application, a letter of good standing and eligibility to return to their home institutions or a statement to that effect on an official transcript must be submitted with the application and the \$25 processing fee **no later** than two weeks prior to the term in which they plan to enter.

ADVANCED PLACEMENT - Students who receive a score of three, four, or five on Advanced Placement (A.P.) tests administered by the College Entrance Examination Board may receive either college credit or advanced placement. Students who wish to

Admissions

receive college credit for their AP test scores must submit an Office Score Report directly from the testing agency to the Registrar's Office. Further information about specific courses and A.P. credit should be directed to the Registrar's Office (704) 637-4411.

COLLEGE LEVEL EXAMINATION PROGRAM (C.L.E.P.) - Catawba College participates in the College Level Examination Program (C.L.E.P.) and will award credit (provided we offer a comparable course) toward graduation to students who earn grades recommended by ACE in the Subject Examinations. These examinations are not offered at Catawba College.

GRADUATE STUDENTS - Catawba College offers a Master of Education degree in Elementary Education (K-6). The master's program is comprised of three components: core courses, such as educational research, psychology and teacher leadership, which undergird all other areas of study; courses in methodology; and content-based courses. The Graduate Admissions Committee encourages applications for admission be submitted no later than one month before the beginning of the term for which entry is intended. A catalog and application information may be obtained by writing to the Department of Teacher Education, Catawba College, 2300 West Innes Street, Salisbury NC 28144-2488 or by calling (704) 637-4461.

INTERNATIONAL BACCALAUREATE CERTIFICATE - Catawba College recognizes International Baccalaureate (I.B.) level work in the admissions process and will grant credit for examination scores of 4 or better on Higher level courses only. I.B. Certificate recipients will receive one course credit (3 semester hours) for each Higher level score of 4 or better. No credit is given for Subsidiary level examinations. No credit will be given for English Composition.

ENTRANCE PROGRAMS -

EARLY ADMISSIONS - For those students who wish to begin their college work prior to receiving their secondary school diploma, Catawba offers an Early Admissions Plan. The plan stipulates that the student forgo the senior year of high school and begin college immediately following the junior year. Candidates are strongly encouraged to discuss this option with their college advisor/guidance counselor early in their sophomore year since they **must** obtain either the General Education Development (G.E.D.) certificate or an Adult High School diploma. Catawba accepts a composite score of 250 or higher on the G.E.D. in addition to an official transcript of all academic work completed in high school. For general application criteria, please refer to the section entitled "How to Apply as a Day Student."

JOINT ENROLLMENT (to include EARLY COLLEGE) - Qualified high school juniors and seniors are afforded an opportunity to pursue courses * at Catawba College while still in high school. Credit earned in this program will be counted toward hours needed for graduation at Catawba. Acceptance of these credits by other institutions is at the discretion of those officials. Students must apply by August 1 for the Fall semester and no later than January 2 for the Spring semester. A written recommendation from the guidance counselor with an official high school transcript of all high school academic work to date, as well as at least one set of standardized test scores (either SAT or ACT) are required of these candidates. If admitted, you will be sent the date and time for registration. For general application criteria, please refer to the section entitled "How to Apply as a Day Student".

Those admitted into this program can take one course tuition-free each Fall and Spring (not to exceed four tuition-free courses in total). Students may exceed one course per semester at their expense, and Joint Enrollment registration is subject to availability. The cost is the part-time day student rate. This information can be found at www.catawba.edu/cost. Please direct questions to the Office of Admissions 1-800-CATAWBA (228-2922) or 704-637-4402.

*Joint Enrollment does not apply to private lessons, evening program courses, summer courses or J-Term (Winter) courses.

ROWAN-CABARRUS COMMUNITY COLLEGE TUITION REMISSION - (Early College Students see Joint Enrollment Policy) Catawba College offers Rowan-Cabarrus Community College students the opportunity to take one course* per semester (day or evening) on the Catawba campus tuition-free. The program is limited to full-time degree-seeking students at RCCC. The student must take the course for a regular grade (A,B,C, etc.). The student may not elect special grade types such as Pass/Fail or Audit. Please contact the Office of Admissions with any questions 1-800-CATAWBA (228-2922) or 704-637-4402.

Registration Guidelines: RCCC students may enroll in a course when space is available as determined on the first day of class. RCCC students may enroll in one course (up to four credit hours) per semester at Catawba College tuition free, but may not exceed a total of four free tuition courses. Students who wish to enroll in more than one course may take additional courses at the part-time day student rate. This information can be found by visiting the website at www.catawba.edu/cost. Students interested in this Tuition Remission program must complete an application and submit both the application and an approval form from the RCCC Registrar to the Catawba College Admissions Office at least one week prior to the date classes begin.

- Rowan-Cabarrus Tuition Remission does not apply to private lessons, graduate level courses, summer courses or J-Term (Winter) courses.

Financial Aid

SUMMER SCHOOL - Summer School at Catawba College offers a number of courses for students who wish to take additional work, community residents seeking enrichment or others wishing to start their college education with a reduced load. Course schedules are usually available from the Registrar's Office in mid-April.

Students who are not currently attending Catawba must formally apply to the Admissions Office for acceptance to Summer School no later than two weeks prior to the start of classes. Transient students seeking Summer School admissions need only to submit an application with fee and a letter of good standing from an official at their home institution.

Please refer to the section entitled "How to Apply" for further information or call the Director of Summer School at (704) 637-4397.

NOTIFICATION OF ADMISSION - Students who have completed their application file to the College will be notified of their admission status within three weeks. **Upon acceptance by Catawba, the student should send tuition deposit to the admissions office by May 1. Please check the website for the exact amount.** Deposits are refundable through May 1. Upon payment of the deposit, a place in the incoming class will be reserved for the student. The deposit is credited to the student's account in the College Business Office and is deducted from the first payment of fees.

Scholarships and Financial Assistance

The Financial Aid Office works closely with prospective students and their families to help make a Catawba education affordable. Students and their families who anticipate having financial need should start planning for the cost of a college education as early as possible. The family is encouraged to determine the amount that can be saved for educational expenses. Students are expected to work during the summer and set aside a major portion of earnings to be used for college costs.

While Catawba endeavors to help all students afford a Catawba degree, the primary responsibility for meeting college costs rests with the student and family. Financial assistance is intended to supplement what the parent and student can contribute toward educational costs.

The student should investigate all sources that may be available to assist with educational expenses. Many scholarships are awarded by hometown civic clubs, high schools, companies where parents work, and other local sources. Sources of local financial assistance can be found in high school guidance offices.

The financial assistance program at Catawba is designed to assist several categories of students, including:

- students who qualify for merit assistance based on excellence in academics, performance, scholarships, and/or athletics
- students who qualify for need-based assistance
- students who do not qualify for federal programs and those who want to supplement other assistance through payment plans, student loan programs and parent loan programs.

Persons who wish to know more about the scholarship and financial assistance programs at Catawba should write or email:

*The Office of Financial Aid
Catawba College
2300 West Innes Street
Salisbury, NC 28144-2488
finaid@catawba.edu
(704) 637-4416, 1-800-CATAWBA, Fax-(704) 637-4252*

NEED BASED ASSISTANCE - The term "financial need" means the difference between the cost of attending college and the financial ability of the student and parents to contribute to educational costs.

Colleges use a standard system, called need-analysis, (Free Application for Federal Student Aid or FAFSA) to determine a family's ability to pay educational costs. The need-analysis processor uses a formula called Federal Methodology to evaluate the information you report. In determining your family's contribution to educational costs, the formula will consider your family's income and assets. From these resources the system will make allocations for the cost of living, asset protection, and other allowances.

*COST OF ATTENDANCE
FAMILY CONTRIBUTION (Parent and Student - as determined by the FAFSA)
= NEED (Eligibility)*

While the Federal Methodology determines the ability of the student and family to pay, it does not award money. Once need is established, colleges provide monetary help to students as funds and eligibility permit. The three main sources of monetary assistance are grants, work, and low-interest educational loans. Funds for the programs include federal, state, and institutional sources.

Federal programs, also referred to as Title IV assistance, include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, Federal Perkins Loan, and the Federal Direct Loan Program. Each program carries its own eligibility criteria for award; therefore, we cannot meet full eligibility for all students. The Federal Pell Grant, FSEOG, and

Financial Aid

Federal Perkins Loan are awarded to students with exceptional need.

State sources include, but not limited to, the North Carolina Legislative Tuition Grant (NCLTG), the North Carolina Contractual Grant, and the North Carolina Student Incentive Grant.

Institutional sources include academic, need-based, athletic grants, performance grants, campus employment programs, and loan programs.

Outside sources of assistance must be considered as a part of the financial aid package in accordance with current federal regulations and institutional award policies.

FINANCIAL ASSISTANCE IN THE EVENING PROGRAM

Students in the Evening program may be eligible for several types of financial assistance.

- Federal grants or loans
- North Carolina Legislative Tuition Grant (NCLTG)
- HES Payment Plan (students should check with the Business Office at 704-637-4388 or 1-800-CATAWBA)
- Employer Assistance (students should check with their employers)
- GI Bill

Below are some important things to consider regarding financial assistance.

- Student financial assistance packages are awarded in accordance with federal, state, and institutional policies, procedures, and regulations. Loans and grants often require that students enroll in a minimum number of hours during the semester in order to be eligible. For example, in addition to meeting the residency requirements for the NCLTG, a student must register for and complete 12 semester hours. The staff in the Office of Financial Aid (704-637-4416 or 1-800-CATAWBA) will be happy to explain eligibility requirements and application procedures pertaining to all financial assistance grants or loans, or students may contact the School of Evening and Graduate Studies.
- Financial assistance normally will not be credited officially to the student's account until the end of each semester when it is certain that eligibility requirements have been met. Failure to meet eligibility requirements will result in the loss of financial assistance. Students will be responsible for all tuition costs if they fail to maintain eligibility for financial aid.
- When students cease attending courses during a semester but do not officially withdraw, they remain indebted to the institution for the courses for which they have registered. Students deciding not to return to classes should officially withdraw in the Registrar's office (to remove financial responsibility for courses for which they have registered and, also, to avoid receiving failing grades in all remaining classes) and report to the Office of Financial Assistance to make proper adjustments in their assistance packages. Evening students should contact the School of Evening and Graduate Studies for advice and assistance with regard to withdrawals.
- No financial aid will be posted to the student's account until official copies of all high school (or GED) and college transcripts have been received by Catawba College. This means that the student is responsible for full payment of tuition costs on application by registration day if his/her transcripts have not been received.

Steps Toward Acquiring Financial Assistance

1. If you are a North Carolina resident, you should fill out the form for the NCLTG. This grant currently provides \$1,850 per year to North Carolina residents pursuing their first bachelor's degree who are enrolled full-time in both regular semesters.
2. If a student wishes to apply for federal financial assistance, he/she must fill out the "Free Application for Federal Student Aid," better known as the FAFSA. Please file on-line at www.fafsa.gov.

ENROLLMENT STATUS REQUIREMENTS - Federal programs require an enrollment status of at least half-time, with the exception of the Federal Pell Grant Program. Students may receive assistance from this program for less than half-time enrollment status.

Most State and Institutional programs require a full-time enrollment status. Institutional grants and scholarships also require a full-time status.

COST-OF-ATTENDANCE BUDGETS - Cost-of-education budgets are developed by the Financial Assistance Office to include student budgets for the residence hall student, the student living with parents, and the student living off campus.

Student budgets include tuition and fees, room and board, and allowances for books and supplies, transportation, and miscellaneous expenses. Student budgets are revised annually to reflect cost factors.

The estimated cost of books and supplies is \$1,400.

Financial Aid

HOW TO APPLY FOR FINANCIAL ASSISTANCE

To apply for federal financial assistance, students should file the free Application for Federal Student Aid (FAFSA).

To receive financial assistance at Catawba College, a student must:

- be accepted for admission at Catawba and continue to make satisfactory academic progress toward degree completion;
- show demonstrated financial need as determined by the FAFSA; and
- meet program eligibility requirements.

Financial assistance must be applied for on an annual basis. Students should apply by the priority deadline determined each year to be considered for all funding sources available, since most sources of funding are limited. The priority deadline is March 15.

THE FINANCIAL AID AWARD - When the result of the Free Application for Federal Student Aid is received at Catawba College, a new student applicant is sent a letter notifying him/her of the award and of any documentation needed to complete the application. After any needed corrections or additions to the application have been made, the final award will be made based on need, eligibility, and available funds as outlined in Institutional Award Policy. The award will be in the form of a “package” containing a combination of grant, work, and loan funds. Continuing students are awarded as soon as their FAFSA is received.

INSTITUTIONAL AWARD ORDER POLICY -

1. Automatic Aid (Pell Grants, North Carolina Legislative Tuition Grant, Outside Aid, Academic, Performance & Athletic awards).
2. Full Federal Stafford Loan (\$3,500 freshman, \$4,500 sophomores, \$5,500 juniors & seniors) plus \$2000 Unsubsidized Stafford Loan Funds.. (*As a student's loan eligibility increases, other need-based programs may be decreased.*)
3. Campus-Based Aid (Federal Work Study, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan).
4. Endowed/Institutional Need-Based Aid & North Carolina Contractual Grant.
5. Unsubsidized Federal Stafford Loan and P.L.U.S. (parent loan).

DISBURSEMENT PROCESS - Disbursement of grants, scholarships, and loans will be made in equal installments. One-half of the award is applied to the first semester's expenses and one-half to the second semester's expenses. Financial aid is posted to the student's account approximately 30 days after the semester begins. Loans are credited when the funds are received pending the student's completion of federal eligibility requirements. Work program assistance will be credited as it is earned monthly, and state grant assistance will be credited after receipt of funds from the state. The Office of Financial Assistance divides outside scholarship assistance into equal installments for each semester unless otherwise notified.

Student Loans disbursed by check will require that the student endorse the check in the Business Office. For parent loans disbursed by check, the Office of Financial Assistance sends the check to the parent borrower for endorsement before funds are applied to the student's account. For student and parent loans received through Electronic Funds Transfer, students and parents will be sent a notice from the Business Office when the funds have been credited to the student's account.

Credit balances are relieved by the Business Office in accordance with federal regulations. However, if a credit balance is due to a parent's Federal PLUS Loan disbursement, then the amount not required to cover the student's actual charges will be returned to the parent borrower in accordance with federal requirements.

ASSISTANCE FOR STUDY ABROAD - Federal financial assistance can be used to cover expenses incurred in a study abroad program as long as the credits would be accepted by the College. Approval of these credits must be obtained from the Registrar's Office in writing prior to studying abroad. The student must notify the Office of Financial Assistance in writing and submit the approximate costs associated with the program of study for the enrollment period including but not limited to tuition, fees, books, transportation, and personal/miscellaneous expenses. These costs must be approved in writing by the study abroad program coordinator and given to the Office of Financial Assistance. In addition, the student must provide receipts for payment of tuition at the foreign institution and proof of enrollment or intended enrollment. Institutional assistance (scholarships, grants, campus employment, and institutional loan) may not be used while the student is studying abroad.

SATISFACTORY ACADEMIC PROGRESS – (SAP POLICY)

Statement of Purpose: Undergraduate students are required to maintain satisfactory academic progress and to remain in academic good standing to retain eligibility for financial aid. Both full-time and part-time students are subject to the Satisfactory Academic Progress policy. Students enrolled less than full-time must notify the Office of Financial Aid and may be subject to reductions in financial assistance.

Federal regulations require a College's Standards of Academic Progress (SAP) to include the following 2 components for students to receive Federal, State, and Institutional Financial Assistance:

Financial Aid

1. Quantitative Measure:

- a. To remain in good academic standing and retain eligibility for financial aid, students must successfully complete at least **two-thirds of all hours attempted (or 67%)** including Pass/Fail, repeated courses, incompletes, and courses dropped after the last day to drop a course without penalty (as published in the academic calendar).
- b. For undergraduate programs of study, the maximum time frame for receipt of federal financial aid must be no longer than 150% of the published length of an educational program. At Catawba College, it typically takes 124 credits hours to receive a degree; therefore, students are allowed up to 186 attempted hours (including all transfer hours accepted toward completion of a student's program) to be considered for federal financial aid. **The maximum time limits include all hours attempted regardless of whether or not financial aid was received.**
- c. Catawba College does not offer remedial coursework; therefore, there is no provision for it under the present academic progress policy. Audits and non-credit courses are not counted by the registrar as hours for which the student is registered; therefore, these hours are not counted for financial aid purposes. Courses which are being repeated are counted as attempted hours for financial aid purposes.
- d. Please note that grades of W (Withdrawal), WF (Withdraw Failing), WN, FN, and U are not considered satisfactory completion of a course and therefore are not earned hours. They will, however, count as attempted hours. Incompletes (I) are counted as attempted if the final grade has not yet posted, and earned hours once final grade has been assigned to the course in question. The following chart demonstrates examples of a student's required ratio of attempted hours to earned hours to be considered as progressing toward degree completion within the maximum 150% limit. It is imperative that students who receive Federal Direct Student Loans realize that there is a maximum aggregate amount they may borrow in their undergraduate career. Students who are enrolled for more than four years or eight semesters, and who receive federal loans during that time, are in jeopardy of meeting their aggregate loan limit for federal student loans.

| When total hours attempted are: | Students must have earned at least: |
|---------------------------------|-------------------------------------|
| 35 hours | 24 hours |
| 64 hours | 43 hours |
| 95 hours | 64 hours |
| 125 hours | 84 hours |
| 155 hours | 104 hours |

- e. **Transfer Students:** Transfer students are evaluated based on the number of hours accepted by Catawba College. Once transfer credit has been evaluated by the Registrar's Office and the student has been awarded credit hours, then that student will fall under the same quantitative and qualitative requirements as previously mentioned based on that designated classification. Transfer grades are not factored into the student's cumulative GPA for SAP purposes, but the overall hours attempted and hours earned (quantitative measures) do fall under the standards for SAP. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Catawba College.
2. **Qualitative Measure:** Students must maintain the following minimum cumulative grade-point average (GPA) on all attempted hours:

| For hours attempted: | A minimum GPA must be maintained: |
|----------------------|-----------------------------------|
| fewer than 24 | 1.0 |
| 25 to 47 | 1.5 |
| 48 to 63 | 1.75 |
| 64 or more | 2.0 |
| Graduate Students | 3.0 |

*****Certain academic awards and some endowed scholarships may require higher academic performance than this Satisfactory Academic Progress (SAP) policy.*****

SATISFACTORY ACADEMIC PROGRESS PROCEDURES

Grades and progress will be evaluated at the end of every Fall and Spring semester once final grades are posted for the term.

Note: If a student does not meet these standards, the financial aid administrator may approve financial aid to be given under a formal 'warning' for one semester. The student's cumulative G.P.A. would then be reviewed for the next academic progress evaluation period. In most cases, students will receive one formal warning notice of failing to meet Satisfactory Academic Progress, where they will have one full semester to improve his/her academic standing with Catawba.

If the student has received one warning notification and at the end of the next term he/she is still not meeting Satisfactory Academic Progress, he/she is formally notified by letter regarding the loss of financial assistance. Students have an opportunity to appeal the revocation of aid. *Students also can reclaim eligibility by attending one academic term or summer school [at minimum] at Catawba College without financial assistance and significantly improving their cumulative grade point average.* When eligibility is restored, financial assistance will be awarded provided funds are available. Prior awards cannot be held while the student is restoring eligibility. **Students may not improve their cumulative grade point average by attending another college.**

Financial Aid

Students who formally withdraw from Catawba and are afterwards re-admitted will have their Satisfactory Academic Progress status continued.

Course withdraws and formal withdraws from Catawba College will have grades issued as “W” on the academic transcript and therefore those courses are include in the number of attempted hours.

Formal Appeal Process: A student may submit a written statement of appeal for additional financial assistance if he or she feels that special circumstances prevented him or her from meeting the minimum standards of Satisfactory Academic Progress. Acceptable appeal requests (per Federal Regulations) are allowable based on: illness or injury, death of a relative, or other exceptional circumstances. Any supporting documents or statements should also be submitted that will provide the Appeals Committee with additional information pertinent to its review. The student must complete and submit the Catawba College Satisfactory Academic Progress Appeal Request (this form is provided with revocation letter) along with the written statement from the student to the Office of Financial Aid. These documents are due to the Financial Aid Office within 3 weeks of being notified or at the very latest 5 days before the first day of classes of the upcoming semester or term. The Satisfactory Academic Progress Appeals Committee will review the request form, the written statement, and any other submitted documentation to determine if the student can meet satisfactory academic progress standards by the end of the next term, get back on track to graduate, and thereby have his/her Financial Aid reinstated. If the Committee determines that the student cannot meet the required standards after completion of one term, he/she will be denied the appeal and financial aid will not be reinstated. All students will be notified in writing of the Appeals Committee’s decisions. After an approved appeal notice, the student’s academic progress will be placed on “Probation” and reviewed again at the end of each term to ensure that satisfactory academic progress and the Academic Plan for Improvement is being met. Additional information on the Academic Plan for Improvement is provided below. *Students may not appeal more than once for the same reason.*

Academic Plan For Improvement: If the student does not have valid reasons for submitting an appeal based on special circumstances, or if more than one semester is needed to bring up his or her academic progress deficiencies, then submitting an Academic Plan For Improvement is required for consideration of an appeal approval. The student should contact his/her academic advisor as well as the Student Affairs Office to set up an appointment to develop the academic plan for meeting the minimum standards of academic progress. The academic plan is a strategy that presents the student’s goal to “get back on track” and meet the standards of Satisfactory Academic Progress (SAP) while completing degree requirements. The plan will have strict conditions that the student must follow in order to retain eligibility for financial aid. This Academic Plan for Improvement should be endorsed by the student’s academic advisor as well as a designated representative from the Student Affairs Office.

It is imperative that any student not making Satisfactory Academic Progress understands that failure to submit a successful appeal for Financial Aid Probation or an Academic Plan for Improvement to the Appeals Committee will mean that no additional financial aid will be awarded to that student for future semesters of enrollment. It is necessary that immediate action be taken upon a student’s receipt of the notification that he or she is not making Satisfactory Academic Progress.

Students are not guaranteed replacement of any previously awarded financial aid package if an appeal is approved.

****Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid assistance or deferment of payment until the appeal process is complete and a decision has been made by the Financial Aid Office. Students should be prepared to pay tuition, fees, and other educational expenses until s/he has been approved to receive financial aid.****

If you have any questions regarding this policy, please contact the Office of Financial Aid.

GRADATION OR CANCELLATION OF ATHLETIC AID - N.C.A.A. regulation 15.3.4 states that a student athlete’s athletic aid may be gradated or canceled for the following reasons: voluntary withdrawal from the sport, ineligibility to compete in intercollegiate athletics, misconduct, and fraudulent misrepresentation. For continuing student athletes who have had their awards reduced or canceled at the end of any school year, the N.C.A.A. also requires that these students receive a letter of reduction or non-renewal from the Office of Financial Assistance. In any of these scenarios mentioned above, a student athlete has the right to a hearing by a committee. A student may request a hearing in writing through the Office of Financial Assistance.

EQUITY IN ATHLETICS DISCLOSURE ACT - On November 29, 1995, the Department of Education issued final regulations implementing the Equity in Athletics Disclosure Act, enacted in 1994. An institution is subject to the rules of this Act if it: 1) has an intercollegiate athletic program; 2) is co-educational; and 3) participates in any Title IV (federal) program.

In accordance with this Act, the College prepares an annual report of required athletic information. Students may request the information in this report as of October 1, 1998, by contacting the Director of Athletics or the Office of Financial Assistance.

CATAWBA SCHOLARSHIPS OR GRANTS - Catawba Presidential and Trustee Scholarships or Access Grants are offered to freshman and transfer students who have demonstrated academic excellence, leadership ability, and character. These scholarships or grants are awarded through the Admissions process and range from \$3,000 to \$8,000. The scholarships are renewable pro-

Financial Aid

vided the recipients maintains a 3.0 cumulative grade point average. Grants are renewable provided the recipient maintains a 2.0 cumulative grade point average. Private donors, civic organizations, and churches sponsor the Endowed Scholarships. These assist us with funding our Catawba Scholarship and Grant programs. The Catawba Scholarship or Grant you receive as part of your financial aid package may be funded all or in part by these individuals or organizations. You will be informed in writing of the naming of your scholarship.

FIRST FAMILY SCHOLARSHIPS - First Family Scholarships are the most prestigious scholarships at Catawba College. Selected students are invited to campus to compete for approximately 20 scholarships ranging \$14,500 to full tuition. This competition is generally held in February.

NAMED ENDOWED SCHOLARSHIPS - Catawba College is fortunate to have alumni, friends, and businesses who have generously contributed funds to establish named endowments for the purpose of providing scholarship assistance for qualifying students.

Following are the funds at Catawba College from which annual scholarships are awarded. The funds are part of the college's permanent endowment. Awards are made annually from the interest earned on the endowment.

ANNUAL SCHOLARSHIPS - Annual Scholarship funds are maintained with yearly gifts of a specified amount. The continuation of the scholarship fund is dependent upon the annual gift.

It is not possible for students to apply for any of the First Family, Endowed or Annual scholarships individually. Students who have completed the application for financial assistance at Catawba College will automatically be considered for any of these scholarships for which they may be eligible.

The full list of First Family, Endowed, and Annual Scholarships can be viewed at <http://www.catawba.edu/funds>.

THEATRE AND MUSIC SCHOLARSHIPS - Theatre and Music Scholarships are awarded at the discretion of the Theatre and Music Departments based on auditions. Please contact either department for inquiries regarding these scholarships and audition dates.

OTHER SCHOLARSHIPS AND GRANTS -

ATHLETIC GRANTS IN AID are offered each year in Catawba's intercollegiate athletic programs. These scholarships are available to eligible entering freshmen and transfer students. For information, write to: Director of Athletics, Catawba College, Salisbury, N.C. 28144-2488.

CATAWBA FOREIGN STUDY GRANTS are available for foreign travel associated with a Catawba course and approved by the Center for International Studies. Grants are based on need. The maximum grant available ranges from \$500 to \$1,000, depending on the travel program.

CAMPUS EMPLOYMENT is funded and administered by the College and offers a limited number of positions in various offices, departments and facilities on campus. The program is intended for students demonstrating financial need that may not be met by other programs. Applications are available in the Office of Financial Assistance.

INSTITUTIONAL LOAN FUNDS

THE CATAWBA COLLEGE STUDENT LOAN FUND has been established by donors who wish to assist deserving students. These funds are extremely limited. Preference is given to students who do not qualify for federal loan programs.

THE JOHN ROBERT, JR. AND HESTA K. CRAWFORD FIRST FAMILY STUDENT LOAN FUND was established by Mr. and Mrs. John Robert Crawford, Jr. of Salisbury. Mr. Crawford was chief executive officer of Rowan Cotton Mills for fifty years. Mrs. Crawford, the former Hesta Kitchin of Scotland Neck, N.C., served as an assistant dean and instructor in Latin and Greek at Meredith College before coming to Salisbury, where she taught Latin at Boyden High School.

THE MABELLE KIZER JOHNSTON LOAN FUND was established at Catawba by former instructors of teacher training of the North Carolina State Department of Public Instruction in honor of Mrs. Mabelle Kizer Johnston, former director of this work. It is to be loaned to members of the senior class who are preparing to teach in the elementary grades in the public schools of North Carolina. **THE REVEREND WILSON F. and MATILDA APPELGATE MORE MEMORIAL LOAN FUND** was established by the estate of Miss Blanche Rebecca More of Hightstown, N.J. as a tribute to her parents. A member of the United Church of Christ, Miss More specified that, if possible, monies borrowed from the More Fund are to be repaid within six years of graduation. Preference will be given to pre-ministerial students preparing to continue their studies at Lancaster Theological Seminary.

Financial Aid

THE HENRIETTA A. and WILLIAM NOBLETT MEMORIAL LOAN FUND was established through the will of William Noblett to provide “scholarship loans for tuition purposes only.” The fund represents an endowment investment, the income from which is to be used for loans to students who meet the following qualifications: (1) Only persons who are, or have been, residents of orphans' homes conducted throughout the United States by the Evangelical and Reformed Church will be eligible to receive loans from this fund. (2) The amount of the loan to be given a student is left to the “discretion of the officials of the College.” (3) Priority of the applicants will be based upon scholarship, “except that any eligible applicant who has a physical deformity or other incapacity shall have an additional ten points added to his or her scholastic average.” Recipients of such loans “shall be required to repay such monies so as to make some available to others who may subsequently qualify.” The remaining funds, however, are available without restriction as to major.

THE ARCHIBALD C. AND FRANCES F. RUFTY STUDENT LOAN FUND was established by Mr. and Mrs. Archibald C. Rufty. Mr. Rufty, Catawba Class of 1935, served as a trustee of his alma mater from 1981-87 and is a trustee emeritus. Mrs. Rufty served on the Board of Trustees 1987-90.

THE LOUISE ROSE RUSSELL LOAN FUND provides monies for loans to young women of the junior and senior classes.

THE MARY EUNICE SMITH LOAN FUND was presented to Catawba by the Women’s Missionary Society of the Potomac Synod of the Reformed Church in the United States. The income from this fund is loaned to worthy women students of the United Church of Christ. When loans are repaid, the amount of the loan is added to the principal of the fund.

THE C. KENNETH SPICER LOAN FUND was established by the Administrative Management Society (Charlotte, N.C. chapter) in honor of one of its most distinguished and devoted officers, the late C. Kenneth Spicer.

THE THOMAS M. STANBACK, SR. LOAN FUND was established by the late Thomas M. Stanback, Sr. of Salisbury and is designed to assist students who would be unable to complete their college courses without financial assistance. Funds are available on loan to students majoring in fields other than Drama, Music, and Physical Education.

FEDERAL PROGRAMS

RETURN TO TITLE IV FUNDS POLICY

Overview

Federal financial aid (“Title IV funds”) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. According to federal law, the Financial Aid Office must recalculate Federal Title IV financial aid eligibility for students who withdraw from all classes, drop out, are dismissed, or take a leave of absence prior to completing more than 60% of a quarter/semester. Federal Title IV financial aid and all other aid are viewed as 100% earned after that point in time. Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the quarter/semester for a student who leaves without notifying the institution. Catawba is required to perform a Return to Title IV Calculation within 30 days of a student’s official withdraw date. The Federal Title IV programs covered under this policy include Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal SEOG, Federal Perkins Loans, Federal Stafford Loans, and Federal PLUS Loan (Graduate Student or Parent). The North Carolina Need Based Scholarship is subject to return if the student earns less than 35% of his/her financial aid.

The school returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs. No additional disbursements may be made to the student for the enrollment period.

Return to Title IV Funds Policy forms are located at: www.catawba.edu/titleiv.

Return of Funds

Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. No program can receive a refund if the student did not receive aid from that program. Funds must be returned within 45 days after the date of withdrawal determination. Return of funds required by the student for unearned aid is returned (repaid) in accordance to the terms of the loan on the promissory note. The order is as follows based on aid offered at Catawba College:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loans
3. Perkins Loan
4. Direct PLUS (Graduate Student or Parent)
5. Pell Grant
6. FSEOG

Post-Withdrawal Disbursements

If it is determined that a student is eligible for Federal Title IV financial aid funds that have not been disbursed, grant funds that the

Financial Aid

student is eligible for will be disbursed first. Federal aid that the student is eligible for will be credited to the student's account for outstanding charges. If the student has no outstanding charges or if there is a balance due the student after disbursement, Catawba College will notify the student of his/her eligibility for the loans. The student must respond within 14 days of the date of the letter as to whether they want all, part, or none of the loan(s). If the student fails to respond within 14 days, no loan disbursement will be made.

Before calculating the amount of financial aid that must be cancelled, the following is taken into consideration:

- If a promissory note for a Perkins Loan or Stafford Loan has not been signed and submitted by the student prior to the withdrawal date, the loan(s) is automatically cancelled. ☐
- If an entrance loan interview has not been completed by the student prior to the withdrawal date, the Stafford Loan is automatically cancelled. ☐
- Students who have not completed verification are not eligible for financial aid and are not included under this policy.

Determination of Withdraw Date

The withdrawal date used in the return calculation of a student's federal financial aid is the actual date indicated on the official withdrawal form that a student turns into the Registrar's Office or the date that Catawba Administratively Withdraws a student. If a student stops attending classes without notifying the College, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined. Additional documentation supporting the last date of academic activity may be provided by the student if they verify a later date of attendance than determined by the College.

If a student receives financial aid, but never attends classes, the Financial Aid Office must return all disbursed funds to the respective federal and institutional aid programs.

Students Who Receive All Failing Grades at the End of a Term (Semester)

Financial aid is awarded under the assumption that the student will attend Catawba College for the entire term for which federal assistance was disbursed. When the student has failed to earn a passing grade in at least one class for the term, federal regulations require the school to determine whether the student established eligibility for funds disbursed by attending at least one class or participating in any Catawba academic-related activity. If the school cannot verify that the student attended Catawba, all financial aid must be repaid to the federal, state and institutional programs. The student's account will be charged and the student will be responsible for any balance due.

When the student has a combination of fail and withdraw grades for the term, Catawba will consider the student as an unofficial withdraw. Catawba will automatically determine the unofficial withdraw date as the mid-point of the semester and perform a Return to Title IV (R2T4) Calculation unless the student can provide documentation supporting the last date of academic activity beyond the mid-point. Any relevant federal, state, and institutional funds will be returned to the respective programs, and the student will be responsible for any balance due to Catawba.

If the student can prove to have participated in a Catawba class or academic-related activity past the 60% date, the student will not be required to return any disbursed financial aid.

Students who are able to verify attendance beyond Catawba's records may submit supporting documentation to the Financial Aid Office. The student must submit supporting documentation within 30 days from the last date of the term. Recalculations for aid eligibility will not be performed for documentation received after that date.

Repayment calculation process

Once grades are posted for a student who receives all failing grades, Catawba's Financial Aid Office will provide those students with a written notice to the student's permanent home address instructing that student to provide documentation that they actually attended class and participated in all academically related activities. Examples of valid documentation include but are not limited to: graded assignments, class notes, participation in online class discussions, etc. If the student does not provide this documentation within 30 days of the last day of the term (semester), Catawba's Financial Aid Office will consider that student as an unofficial withdraw and will perform a Return to Title IV Calculation using the semester mid-point date as the unofficial date of withdraw. All relevant funds will be returned to the federal, state and institutional programs, the student's account will be updated, and ultimately, the student will be responsible for any balance due to Catawba College.

SCHOOL OF EVENING AND GRADUATE STUDIES

Return To Title IV Funds — School of Evening and Graduate Studies (Modular Program)

Overview

These new regulations aim to provide for more consistent and equitable treatment of students who withdraw from a program meas-

Financial Aid

ured in credit hours, regardless of whether courses in the program span the entire term or consist of shorter modules or ‘blocks’. Students in the following program will be impacted:

- **Non-traditional students in the School of Evening & Graduate Studies program**

Program Integrity Principles:

- Title IV funds are awarded to a student to attend an entire payment period or semester of enrollment, and the funds are intended to cover the student’s educational and living expenses for the entire period.
- The law specifies that a student earns Title IV funds on a pro rata basis through 60 percent of a period based on the ACTUAL days completed. Documenting Attendance: For the purposes of federal and state financial aid programs, we must be able to document your active participation in an academic activity.

Regulatory Requirements:

A student is considered to have withdrawn from a semester in which the student began enrollment if the student drops and/or withdraws from any scheduled courses or ‘blocks’ without completing:

- All of the days the student was scheduled to complete in the semester, in a credit-hour program.
- However, if a student provides written confirmation (Confirmation of Future Enrollment Form available at www.catawba.edu/finaid) to Catawba’s Financial Aid Office at the time of dropping and/or withdrawing from a block stating that the student plans to attend another block later in the same semester, that student is not considered to have withdrawn.
- If a student does not resume attendance within the scheduled timeframe, the student is considered to have withdrawn as of the date on which attendance ceased.
- If a student does not provide written confirmation of plans to return to school later in the same term (semester), Catawba’s Financial Aid Office must consider that student to have withdrawn and will perform a Return to Title IV (R2T4) calculation to determine if any funds must be returned. However, if the student does return to school in the same semester — even if the student did not provide written confirmation of plans to do so — the student is not considered to have withdrawn and the school must reverse the R2T4 process and provide any additional funds the student is eligible to receive at the time of return.

The new rule replaces prior guidance provided in Dear Colleague Letter GEN-00-24 regarding student withdrawals in term-based programs that include courses shorter than the length of an entire term.

GRANTS

THE FEDERAL PELL GRANT PROGRAM is a federal entitlement program designed to provide federal assistance to needy students who attend post-secondary educational institutions.

Eligibility and the actual amount awarded are determined by the U.S. Department of Education. The Department of Education uses a congressionally-approved formula to determine a student’s eligibility. The formula is applied consistently to all applicants and takes into account indicators of financial strength such as income, assets, family size, etc. Students may apply for a Federal Pell Grant by filing the Free Application for Federal Student Aid.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (F.S.E.O.G.) may only be awarded to students with exceptional need, who also qualify for a Federal Pell Grant. Colleges receive a fixed amount of funds for FSEOG and can award no more after those funds are exhausted. The Financial Aid Administrator will determine the award based on institutional award policy and availability of funds. Students may apply for this program by filing the Free Application for Federal Student Aid.

WORK-STUDY

THE FEDERAL WORK-STUDY PROGRAM provides jobs to students who demonstrate substantial need, and are willing to earn part of their educational expenses. Total earning limits are established prior to beginning employment and cannot be exceeded. The salary is the current minimum wage for on-campus positions. All students approved for the work program are expected to perform satisfactorily while assigned to a job. In the event that a student’s employment is terminated due to unsatisfactory performance, additional financial assistance will not be granted to compensate for the loss of earnings. Checks will be issued on a monthly basis. Students work in various offices, academic departments, facilities on campus and in off-campus organizations through the National Community Service Program. Applications are available in the Office of Financial Assistance. In addition, students must file the Free Application for Federal Student Aid.

STUDENT LOANS

THE FEDERAL PERKINS STUDENT LOAN is a low-interest, long-term loan made through institutional financial aid offices to help needy undergraduate and graduate students pay their post-secondary educational costs. The College must give priority to students with exceptional financial need.

Students who qualify may borrow up to \$4,000 per year not to exceed a \$20,000 aggregate for undergraduate education.

Financial Aid

Repayment begins nine months after the student graduates, leaves school, or ceases to be enrolled on at least a half-time basis. The interest rate is five percent and repayment of principal may be extended over a ten year period. Examples of payment schedules are available in the Office of Financial Assistance. These funds are limited.

Cancellation may be granted for certain types of activities: full-time teacher in certain schools designated by the Secretary of Education as a school with a high enrollment of students from low income families; full-time teacher of handicapped children; full-time teacher of mathematics, science, or other fields where there are teacher shortages; full-time law enforcement or corrections officer; or in the event of death or permanent disability. Deferment may be granted should the student enter the Armed Forces, Peace Corps, return to at least half-time study at an institution of higher education, or become temporarily totally disabled.

Effective July 1, 1992, deferments may be made upon the following: active duty in National Oceanic & Atmospheric Administration Corps; 6 month deferment for parental leave for unemployed borrowers who interrupt a period of school deferment due to pregnancy, care of newborn child, or care of adopted child (immediately following placement); 12 month deferment for a mother with pre-school age children who is just entering or reentering the workforce and is compensated at a rate not to exceed the rate prescribed by Section 6 f the Fair Labor Standards Act of 1938; economic hardship in a graduate or post-graduate fellowship/internship program meeting specific requirements; working with infants, toddlers, children and youths with disabilities as defined in the law; employed in public or non-profit child or family services agency serving high-risk individuals as defined by law.

THE WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM provides loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution.

DIRECT SUBSIDIZED AND UNSUBSIDIZED LOANS are **student** loans and have annual maximum loan limits.

Subsidized Loans are for students with demonstrated financial need, as determined by the FAFSA. No interest is charged while a student is in school at least half-time, during the grace period and during deferment periods. **Direct Unsubsidized Loans** are not based on financial need; interest is charged during all periods. **Students may apply on-line at www.studentloans.gov** and you will use your **PIN number from the FAFSA** to sign the Master Promissory Note electronically. The current interest rate is 5.6% for subsidized loans and 6.8% for unsubsidized loans. New students must also complete an "Entrance Counseling" session to receive a Direct Loan. This is found on the same website.

Note: Master Promissory Notes (MPN's) for Federal Direct loan programs only need to be completed for the student's first year at Catawba. The MPN is a promissory note that can be used to make one or more loans for one or more academic years (up to 10 years). Since these notes are MPN's, we will send loan eligibility amounts to the student on their Award Letter each year so that the student can accept the amount to be added to their MPN.

NORTH CAROLINA PROGRAMS

NORTH CAROLINA CONTRACTUAL NEED GRANTS are funded by the North Carolina General Assembly to assist needy North Carolina undergraduate students in attending private colleges and universities in the State. To qualify for a N.C. Contractual Need Grant, a student must demonstrate financial need and be a legal resident of North Carolina as outlined by the North Carolina Residency Manual. Awards are based on need, eligibility, and the availability of funds.

NORTH CAROLINA LEGISLATIVE TUITION GRANTS (NCLTG) are granted by the General Assembly to provide tuition assistance to N.C. residents attending private colleges and universities in the State. To receive the N.C.L.T.G., a student must be a legal resident of North Carolina and be enrolled as a full-time undergraduate. Application for the grant and the residency forms should be completed and returned to the Office of Financial Assistance before the student registers. The NCLTG award for 2009-2010 was \$1,850.

NORTH CAROLINA STUDENT INCENTIVE GRANT may be applied for through College Foundation, Inc., in Raleigh. Legal residents of N.C. who are enrolled full-time and who have demonstrated substantial financial need are considered automatically for an Incentive Grant on the Free Application for Federal Student Aid. Determination of a grant is made by the NCSEAA on the basis of eligibility, substantial need, and the availability of funds. Students are encouraged to file the FAFSA as early as possible to be considered for this grant.

THE PROSPECTIVE TEACHER SCHOLARSHIP LOAN FUND program provides loans for North Carolina students who plan a teaching career. Priority is given to those who plan to teach the mentally handicapped and other elected teaching categories. Under certain provisions, the loan can be cancelled by employment as a full-time teacher in North Carolina Public Schools. The application deadline is mid-February. Applications may be obtained in the Department of Education at Catawba or on the CFNC.org website.

THE NORTH CAROLINA LOAN PROGRAM FOR HEALTH, SCIENCE, AND MATHEMATICS provides loans to North Carolinians who pursue career opportunities in certain health, science, and mathematic disciplines. loan maximums are \$2,500 for each academic year. The in-school interest rate is eight (8) percent. Upon completion of all required coursework, loan recipients in qualifying disciplines may be eligible for loan cancellation by service in North Carolina. Information about his program can be found on the CFNC.org website.

Expenses and Fees

THE NORTH CAROLINA EDUCATION LOTTERY SCHOLARSHIPS are awarded by the State and are based on need as determined by the results of the FAFSA. Determination of a grant is made by the NCSEAA on the basis of eligibility, need, and the availability of funds. Students are encouraged to file the FAFSA as soon as possible to be considered for this grant.

ALTERNATIVE FINANCING

DIRECT PLUS LOANS are low-interest loans for parents of dependent students. The interest rate for Direct PLUS Loans is a fixed rate of 7.9%. Interest is charged during all periods, beginning on the date of your loan's first disbursement. Parents cannot have an adverse credit history (a credit check will be done). Parents may apply on-line at www.studentloans.gov. Parents will also use their PIN number from the FAFSA to sign the Master Promissory Note electronically. This loan can only be made in ONE parent's name therefore this parent should make sure they have a PIN number.

PAYMENT PLAN - Student bills are due and payable by July 15 and December 15 of each semester. For those students who prefer a payment plan, Catawba College makes available tuition payments with HES Bank. The tuition contract is an agreement between the plan and the person responsible for the student's financial obligations to pay a contracted amount over a period of months. You may find information about this plan by contacting our Business Office 1-800-CATAWBA, or you may call the plan directly for information - 800-422-0010 at www.highereducationservices.org.

OTHER SOURCES OF FINANCIAL ASSISTANCE

REHABILITATION COMMISSION. Students with certain physical or emotional disabilities may qualify for assistance. A student should contact the state rehabilitation commission in his area for information.

VETERANS ADMINISTRATION. Catawba College is approved for providing financial assistance for the education and training of eligible service persons, veterans, reservists, and dependents of totally and permanently disabled veterans.

V.A. regulations require that certain documents be on file prior to certification of enrollment. A certified copy of the form DD 214 will be required. Contact the Office of Financial Assistance for other required documents.

To be eligible for educational benefits, the student must be enrolled in an approved curriculum and taking only those courses required for graduation. Students must maintain satisfactory academic progress for continued eligibility. For V.A. purposes, the veteran cannot be certified for Veterans benefits after the end of two consecutive terms of academic probation; Veterans benefits will be terminated after the second term. Counseling will be administered to determine if the veteran is likely to progress satisfactorily.

The V.A. will not pay for enrollment in the following: (1) audited courses, (2) independent studies, (3) repeated courses previously passed, (4) courses not required in the chosen curriculum.

For further information write the Veterans Administration Regional Office, 251 North Main Street, Winston-Salem, NC 27155. Information may also be obtained from the Veterans Education Program, 130 Penmarc Drive, Suite 110, Raleigh, NC 27603-2434.

The National VA Hotline number is 1-800-827-1000.

Expenses and Fees

All tuition and fees are subject to change, without notice, by the Catawba College Board of Trustees.

Expenses - Full-Time Students

Following are expenses to attend Catawba College for Full-Time students (12-18 semester credit hours):

2012-2013

| | |
|--------------------------|----------|
| Tuition..... | \$26,040 |
| Room Rental & Board..... | \$9,140 |

Expenses - Part-Time Students

Following are expenses to attend Catawba College for Part-Time students (11 or fewer semester credit hours):

| | |
|---|-------|
| Tuition Per Semester Credit Hours | \$660 |
|---|-------|

Following are expenses to attend Catawba College for Summer School Students:

| | |
|--|-------|
| Tuition Per Semester Credit Hour | \$320 |
|--|-------|

Following are expenses to attend Catawba College for Graduate School:

| | |
|--|-------|
| Tuition Per Semester Credit Hour | \$165 |
|--|-------|

Expenses - EVENING STUDENTS

| | |
|--|-------|
| Tuition Per Semester Credit Hour | \$320 |
|--|-------|

Expenses and Fees

Withdrawals and Refunds (Evening and Graduate Studies) Students who withdraw from a block before the first class meets are eligible for a full refund. A 75% refund will be given if a student withdraws before the second class of the block. No refund will be given after the second class meeting. On-Line Class withdrawals are not eligible for a full refund. 60% tuition refund is calculated during the first seven (7) calendar days of the semester; 35% during the second seven (7) calendar days; 25% during the third seven (7) calendar days. No refund is issued after the twenty-first (21) calendar day for On-Line Class withdrawals. Please note that policies governing financial aid may need to be considered in addition to the refund policies just stated. Students contemplating withdrawal from a class should contact the financial aid office to determine what effect, if any, withdrawing will produce. Withdrawals must be completed before 5:00 PM when the Business, Registrar's and Financial Assistance offices close. **Evening students should always discuss proposed withdrawals with their advisor**

CHARGES BY SEMESTER Charges are billed to students/parents each semester in advance of the start of each term. Upon completion of registration, the students/parents obligate themselves for the semester. Semester amounts due and payable are:

| | Residence Hall Students | Day Students | Payment Due Dates |
|-----------------|------------------------------------|-------------------------|------------------------------|
| FALL SEMESTER | \$17,590 | \$13,020 | July 15 |
| SPRING SEMESTER | \$17,590 | \$13,020 | December 15 |

OTHER FEES & CHARGES

| | |
|---|-----------------------|
| Admissions Application Fee (all students)..... | \$25 |
| Advance Fall Deposits (full-time Day Program, annually): | |
| Boarding Students..... | \$250 |
| Commuting Students | \$250 |
| Advance Tuition Deposit (all new full-time day students) .. | \$250 |
| Advance Tuition Deposit (all new International full-time day students)..... | \$4,000 |
| Audit Fees (Private music instructions may not be audited)..... | per credit hour \$60 |
| Credit by Examination - 50% of Applicable Program Rate | |
| Day Students | \$200 |
| School of Evening & Graduate Students | \$160 |
| J-Term (Winter Term) | \$320 |
| Official Transcript..... | per copy \$5 |
| Parking Fees - per semester | |
| Day Students | \$50 |
| School or Evening & Graduate Students | \$25 |
| Post-Baccalaureate Teacher Certification Tuition (per semester hour) .. | \$320 |
| Private Music Lessons (all private major and secondary music instruction).... | per credit hour \$430 |
| Private Residence Hall Room . | per semester \$1,759 |
| Returned Check Fee (each) | \$35 |
| Tuition Overload | per credit hour \$400 |
| <i>(19th semester hour and beyond)</i> | |

STUDENT INSURANCE - We require all FULL TIME day students to have some form of Accident & Health Insurance coverage. Students who have coverage through parents and/or a private plan must show proof of insurance. International students and students with out-of NC State Medicaid will be required to accept the School's Health Insurance. Students with no insurance or with no proof of insurance will be enrolled in the Catawba College Health Insurance program at an annual rate. All FULL TIME day students are required to complete and return a waiver/application form. Insurance information will be sent prior to the beginning of the Fall semester.

REFUND/REPAYMENT POLICY - The College is required to use Federal software to calculate refunds for students withdrawing before the 60% point in the semester. Catawba College will credit any refund amount due the student to the student's account if the student also owes a repayment or owes unpaid charges to the institution.

The date of withdrawal is considered as the formal date on the Withdrawal Form. Students may obtain instructions for withdrawal from the Registrar's Office. If the student fails to formally withdraw from the institution, then the date of withdrawal is considered to be the last documented date of attendance. Federal software is used to calculate each student's applicable refund.

Institutional Refund Calculation

Tuition refunds for full-time students are based on the date on the official withdrawal form when signed by the Registrar. All calendar days are counted from and including the first day of classes as published in the official Catawba College calendar. NO REFUND WILL BE MADE FOR RESIDENCE HALL CHARGES OR GENERAL FEES AFTER CLASSES HAVE BEGUN.

| Withdrawal Period | % of Tuition Refund | % of Music Fees |
|---|----------------------------|------------------------|
| During the First Seven (7) Calendar Days | 60% | 60% |
| During the Second Seven (7) Calendar Days | 35% | 35% |
| During the Third Seven (7) Calendar Days | 25% | 25% |
| After the Twenty-First (21) Calendar Day | -0- | -0- |

** For example, if a student withdrew during the Second Seven Calendar Day period, a 35% tuition refund would be calculated. A percentage of that money would be disbursed first to federal programs (calculated by the federal formula) if applicable, then to state programs if applicable. See distribution policy 1-19. Please note that the student is only entitled to any portion of a refund remaining after the distribution policy has been executed.

Tuition overload charges, tuition charges for graduate, evening students, and students taking less than 12 hours are not refundable after the last day to “add a course.” (see academic calendar.) During shorter academic terms like summer sessions or other abbreviated intensive study periods, NO REFUNDS WILL BE MADE AFTER THE FIRST DAY OF SESSION CLASSES.

Moving Off Campus Billing Adjustment

Students approved to move off campus during a semester may be entitled to a room and board adjustment. Adjustments are based on the date Student Affairs is notified in writing by the student requesting to move off campus. Once a move has been approved, Student Affairs will inform the Business Office in writing of the original request date. The Business Office will adjust the student’s account based on the schedule below. Refunds will be issued only when:

1. Outstanding balances have been satisfied, and/or
2. Unresolved loans cleared, and/or
3. Federal and college work study earned

ADJUSTMENT SCHEDULE: (Beginning with the first day of class)

| NOTIFICATION PERIOD | ADJUSTMENT % |
|---|---------------------|
| During the First 7 Calendar Days | 60% |
| Between the 8th and 14th Calendar Days | 35% |
| Between the 15th and 21st Calendar Days | 25% |
| After the 21st Calendar Day | 0% |

Distribution of Funds

Since federal, state and institutional funds are paying the student’s educational expenses, then it follows that at least a percentage of these funds should be repaid to the federal government, state or institution before the student receives a refund.

Following is the federal and institutional distribution of refunds and repayments as specified by law.

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Direct PLUS Loan
4. Federal Perkins Loan Program
5. Federal Pell Grant Program
6. Federal Supplemental Educational Opportunity Grant Program (SEOG)
7. Other Student Financial Aid Programs
8. NC Contractual Need Grant
9. NC Lottery
10. Institutional Loan
11. Institutional Grant
12. Catawba Grants
13. Institutional Academic Scholarship Programs (Presidential Scholars, Trustee, and Catawba Access Grants)
14. Performing Arts Scholarship
15. Institutional Athletic Scholarships
16. Student

Please note that the student is only entitled to any portion of a refund remaining after the required federal distribution and institutional distribution policy has been executed.

After the refund is calculated, if a student who is due to directly receive a portion of a refund owes unpaid charges to Catawba, then the College will automatically credit the refund amount to the student’s account up to the amount owed by the student. PLUS LOAN

portions of a refund will be issued to the parent who borrowed the PLUS LOAN.

Refund will be issued within 14 days of the date a credit balance occurs, unless written permission to retain the funds on the student's account is provided by the parent or student.

Advance Tuition / Advance Room Deposits

These deposits are non-refundable.

Food Service Refunds / Prorated

The amount of refund is computed to the date of withdrawal from food service.

Return of Funds Policy

For students who received cash payments for living expenses which consisted of federal programs except for Federal Work-Study and Federal Loan programs, a repayment calculation will be performed upon withdrawal from the College. Any cash received to cover educational expenses not incurred as a result of withdrawal will be required to be returned to programs as listed in the distribution of funds. Eligible charges considered in the refund/repayment calculation are room, board, tuition and fees.

Check Cashing Policy

The Business Office is available for cashing checks up to \$50.00 daily; however, we suggest the student open up a local bank account. There will be a \$35.00 Returned Check Fee charged to the student account when a check is returned. If the college is unable to collect, the check will be charged to the student's account with an additional \$35.00 fee. These charges will be reflected in the student's bill. After two checks are charged to the account, check cashing privileges will be revoked at all college facilities for the remainder of the year. Payments thereafter should be in cash, money order, or certified check.

Student Account Payment Policy

Payment is due in full as stated on your bill. If we do not receive payment in full when due, we may, to the extent permitted by law, charge a late fee of up to 1 1/2 percent a month (18 percent annually), or a flat \$5 a month, whichever is greater, on unpaid balances. We may also charge for any collection agency fees billed to us for trying to collect from you.

The Business Office and Financial Aid will place "Hold" codes on all student accounts that have not paid tuition and/or completed the proper paper work for Financial Aid. After July 15, student can view their hold codes on CATLink. Please check with the respective office to clear your hold code. Business Office and Financial Aid will have the opportunity to instruct the Registrar's Office to DROP any students who have not met their obligations to the College or who have not made arrangements to do so. The College reserves the right to financially withdraw a student for a past due account.

EXPLANATION OF TUITION & FEES

Full-Time Day Tuition – Basically covers each student's college education costs.

Residence Halls – Covers the cost of operating the residence halls plus resident supervision and other amenities. Resident hall damages are charged to students and student groups responsible for any damages.

Food Service – A full-service meal program is required of all residence hall students and covers the cost of food, food preparation, cleaning, utilities, and operations of the dining facility.

Part-Time Day Student Tuition – Students taking eleven (11) or fewer hours in the day program pay this credit hour rate for the number of credit hours requested.

Advance Tuition Deposit – Upon acceptance to the College, new students are required to pay an advance tuition deposit. It is a one-time deposit, and **IT IS NON-REFUNDABLE AFTER MAY 1**. The advance deposit is applied toward tuition in the next semester when the student enrolls and remains in college at least three (3) weeks.

Advance Fall Deposits – Full-time day students returning for the Fall semester are required to pay an advance tuition deposit when registering for each Fall semester. **IT IS NON-REFUNDABLE AFTER MAY 1**. The advance deposit is applied toward tuition in the Fall semester, and provides for reservation of residence hall space and classes.

Graduation Fees – No fees charged, except purchase caps and gowns through college bookstore at current costs.

Tuition Overload – Faculty teaching loads and teaching costs are set to provide high quality small class instruction to students taking between twelve and eighteen semester hours. Such a normal load will result in a student graduating in four years with satisfactory academic progress. The extra tuition charge is intended to cover the costs connected with the additional hours (19th hour and so on) taken by a student.

Audit Fee – With the permission of the faculty member, students may prefer to audit a course in which they have some interest. No credit is granted for such course work towards graduation requirements and there is limited class participation dependent upon the specific course.

Expenses / Facilities

Returned Check Fee – Students and/or parents who write checks to Catawba College which are returned from our bank for insufficient funds are charged a bad check fee to cover the bank processing charges. (See check cashing policy).

Private Residence Hall Room – There are several residence halls that have a limited number of private rooms. This extra charge is assessed to students who desire the privacy of such a room.

Admission Application Fee – Each new student who applies to Catawba College must send the application fee which is non-refundable and covers the basic costs associated with processing each student's application for admission.

Credit by Examination – Certain course credits, upon permission of Catawba College, may be granted to students who wish to test their proficiency. The costs associated with this program are intended to cover the special examination preparation, administering the exam, and grading and review by the specific academic department of the completed examination.

THE CAMPUS FACILITIES

The Campus Facilities - The Catawba College campus is an attractively landscaped 276 acres of land containing 35 buildings. Over two-thirds of Catawba's student body resides on the campus with the remainder commuting from their homes in nearby communities. During the middle and late 1980s, the College completed a major physical renewal and modernization, which included construction of the Charles A. Cannon Student Center, Ralph W. Ketner Hall, housing the Ketner School of Business and the Department of Teacher Education, as well as significant grounds and landscaping refurbishment. Most of the residence halls have been recently refurbished, the Center for the Environment was completed in 2001, the Mariam and Robert Hayes Athletic Field House was completed in 2002, and the Shuford Football Stadium was rebuilt in 2003. A facilities campaign, completed in 2008, provided the five new residence halls in Abernethy Village, a renovated Corriher-Linn-Black Library, a new William F. Palmer, Jr. Archives Center, a renovated and expanded Cannon Student Center, and renovations to Hoke Hall to house the College's information and technology center.

Following is a list of the principal structures and facilities on campus and some information about their history and function:

ABERNETHY PHYSICAL EDUCATION CENTER - This building contains the Enoch A. and Dorothy H. Goodman School of Physical Education and Athletics and also provides the College with outstanding facilities for both intercollegiate and intramural athletic competition. The School was established in 1986 and is named in honor of the Goodmans, alumni and benefactors of Catawba. Mr. Goodman, an emeritus member of the Board of Trustees, is a 1938 graduate, as was his late wife, the former Dorothy Hedrick.

Included in the Center is a gymnasium seating over 3,000 persons for intercollegiate basketball. It converts to three full-size basketball courts for intramural play. An indoor collegiate-size heated swimming pool, handball courts, martial arts facilities, physical conditioning and weightlifting rooms, classrooms, and Physical Education faculty offices also are located in the Center building.

The Center is named for the late Julius W. Abernethy, Sr. of Newton, N.C., one of Catawba's most generous benefactors, and former vice-chairman of the Board of Trustees. The gymnasium is named in honor of Mr. and Mrs. Enoch A. Goodman. The swimming pool is a gift of trustee Mrs. Allen S. Johnson, Jr. and the late Mr. Johnson of Salisbury. The Center's lobby is named in memory of Gordon A. Kirkland, who served the College in a variety of athletic posts from 1935-53. Other sections and special rooms of the Center are dedicated to or named for various individuals and are gifts to the College from these persons or from friends and firms supportive of the College and its athletic program.

ATHLETIC FIELDS - Catawba College is fortunate in the variety and caliber of the athletic fields available for both intercollegiate and intramural competition. Shuford Stadium, a new facility, is named for the late Abel A. Shuford of Hickory, former trustee of the College. The stadium which seats 4,000, contains a press box, named in memory of James F. Hurley, Jr. of Salisbury, former chairman of the Salisbury Post, a coaches' box and an elevator. Kirkland Field, the playing surface inside the stadium, is named for former Coach Gordon Kirkland, Catawba's successful football, baseball and basketball coach during the late 1930s and 1940s. Kirkland Field was redone as part of the stadium construction project and now has its own irrigation system. Frock Fields, a complex of fields containing areas for softball, soccer competition and practice, field hockey, lacrosse and football practice, is named for the late E.B. Frock of Hanover, PA, a 1933 graduate of Catawba and former trustee. The Allen S. Johnson, Jr. Tennis Complex is a complex of six tennis courts of competition caliber located near the Frock Fields. The Center is named in memory of Allen S. Johnson, Jr. of Salisbury, an outstanding athlete at Duke University and long-time supporter of Catawba College. It was given in his memory by his wife, Mrs. Allen S. Johnson, Jr., a member of the Board of Trustees. Newman Park is the baseball stadium and is named for the late Dr. H.H. Newman of Salisbury who was interested in and helped to promote a varied athletic program at the College, and served as athletic team doctor 1925-47.

Facilities

WILLIAMS MUSIC BUILDING - Catawba's Department of Music has classrooms, piano studios, a piano laboratory, a rehearsal hall, a project studio, and practice rooms in this building. The facility underwent complete renovation in 2000. The building was originally erected with gifts from the late Hon. A.R. Brodbeck of Hanover, PA. It's recent renovation was funded through gifts from the estate of Jean Paul Williams and Helen Brubaker Williams.

CANNON STUDENT CENTER - This structure sits at the center of campus, at the hub of activity, and is designed to be both the "living and dining room" of campus life. The Center contains the dining and food services operations of the College, which include Rahouser Dining Hall, named in memory of Reverend Frederick A. Rahouser, a pioneer minister of the Reformed Church; Saleeby Dining Room, named in honor of Rose Baddour and Elias A. Saleeby of Salisbury, friends and benefactors of the College; and The Smoke Stack, a snack bar. The Center also has the College bookstore, post office, several study lounges, game room, offices for student government and the Office of Student Affairs staff, and the Proctor Foundation Health Services Center. In front of the Student Center is Stanback Plaza, named in memory of Fred J. Stanback, Sr. of Salisbury, former Catawba trustee and benefactor. The Cannon Student Center was funded with gifts from the Charles A. Cannon Charitable Trust No. One, and a number of other friends, and is named in memory of Charles A. Cannon, founder of Cannon Mills Company and a philanthropist of extraordinary generosity.

THE CENTER FOR THE ENVIRONMENT - Completed during the summer of 2001, the facility that houses the Center for the Environment is a model of green design. The \$5.7 million, 21,000 square-foot center has classrooms and labs overlooking a 189-acre wetland preserve. The three-story center has walls of glass to take advantage of the sun's heating powers and photovoltaic cells to capture sunlight and produce electricity. A closed-loop, geexchange system provides heating and cooling, shredded newspaper is used for insulation, bamboo is used in flooring, and beams are made of laminae from recycled timber. The furnishings in the facility are also environmentally sound and include desktops made of stalks of wheat bonded with soy-based glue and table legs made from recycled cardboard.

COLLEGE HOUSING - The College has thirteen residence halls that can accommodate 725 residents. All housing facilities offer central heating and air conditioning and laundry facilities. There are three type of housing accommodations to meet the needs of our students; double rooms, suites, and apartments. All first year students are housed in Salisbury-Rowan Hall (co-ed), and Woodson Hall (co-ed). Upperclass students reserve rooms in the spring of each year through a room reservation process in the following buildings: Abernethy Village (co-ed), Barger-Zartman Hall (co-ed), Foil House (men), Hollifield Hall (women), Hurley Hall (co-ed), Pine Knott Hall (co-ed), and Stanback Hall (co-ed).

CORRIHER-LINN-BLACK LIBRARY - With the completion of a major renovation in 2008, the Library has become an increasingly important nucleus for research on the Catawba campus. In addition to its growing collection of print books and journals, the Library also houses the largest instruction lab on campus, laptops for checkout, and wireless access throughout its interior and outside patio. These features combined with ample collaborative and private study spaces, have made the Library a major campus technology hub.

The Library became a selective depository of U.S. Government documents in the 1890's and a selective depository for N.C. State documents beginning in 1995. The Library also participates in the North Carolina Libraries and Virtual Education (NC LIVE) network and LYRASIS, the nation's largest regional Library membership organization, for access to state, national, and international electronic resources and services.

EXPERIMENTAL THEATER FLORENCE BUSBY CORRIHER THEATRE - A new "black box" theater was constructed in 2000 to provide a wonderful facility for plays produced by Catawba students. This facility has the latest in lighting and takes its place as a part of a complex that includes a large rehearsal area and a dance studio.

HAYES ATHLETIC FIELD HOUSE - The \$3 million Mariam and Robert Hayes Athletic Field House is located on property adjacent to the Shuford Football Stadium. Completed in 2002, it contains dressing rooms for men and women's soccer, lacrosse, field hockey, football, and women's softball, as well as meeting and classroom space, offices for coaches, a rehabilitation area and a strength training room.

HEDRICK HALL - This structure contains the College's administrative offices, some faculty members' offices as well as a number of classrooms. It is named in memory of J.T. Hedrick of Lexington, NC, a friend and trustee of the College for many years. The area also includes Holmes Plaza, named in memory of Haden C. and Lucy Pannill Holmes, grandparents of James F. Hurley of Salisbury, former chairman of the Catawba Board of Trustees and donor of funds for the plaza.

HOKE HALL - Formerly the student center, Hoke Hall houses the campus information and technology center on Level 1, the Catawba College Bands on Level 2, and various music instruction classrooms on Level 3. The building is named in memory of Dr. Elmer R. Hoke, twelfth president of Catawba, and was built on the site of the former Linn-Corriher Gymnasium.

KETNER HALL - The Ralph W. Ketner Hall houses the Ralph W. Ketner School of Business and Department of Teacher Education. Located adjacent to the Charles A. Cannon Student Center, Ketner Hall contains a variety of classrooms and other academic facilities within its three-story structure. Included are a library, seminar rooms, computer facilities, conference areas, and faculty offices. It also contains a 150-seat teaching auditorium named in honor of Tom E. Smith, a 1964 graduate of Catawba, member of the Board of Trustees, and former president and chairman of the board of Food Lion, Inc., headquartered in Salisbury. A central atrium, topped by a skylight, provides access to all three floors in this modern facility. The atrium is named in honor of Establishments Delhaize Frères et cie "Le Lion" S.A. of Brussels, Belgium, in recognition of their generous support of the college during the Campaign for Excellence (1985-88) and their honoring of their business associate Ralph W. Ketner.

Ketner Hall and Ketner School of Business are named in honor of Ralph W. Ketner of Salisbury, vice-chairman of the Board of Trustees, and a benefactor of the College. Mr. Ketner is one of the founders and chairman emeritus of the board of Food Lion, Inc. The facility, completed in 1988, was made possible by the largest gift in the history of the College received from Mr. Ketner and his wife, Anne, and by commitments from other friends and business firms.

OMWAKE-DEARBORN CHAPEL - The Chapel was opened and dedicated in February, 1964. A gift to the College from the people of the Southern Synod of the Evangelical and Reformed Church (now the United Church of Christ), the Chapel is American Gothic in design. Two dramatic stained glass windows, one in the chancel rising high above the altar, and a rose window above the balcony over the narthex, dominate the Chapel interior. A comprehensive three-manual Casavant pipe organ was given to the Chapel by the late Mrs. Annie Warlick Shuford Rankin, and her son, Adrian L. Shuford, Jr., trustee chairman emeritus, of Conover, N.C.

The sanctuary seats 1,000 and the building contains a choir rehearsal room, robing rooms, and office and study for the College Chaplain. The Chapel was built "to the glory of God in honor of J.W. Abernethy, Sr., trustee advisor, and benefactor of the College." In May, 1969, it was named the Omwake-Dearborn Chapel in memory of two former Catawba presidents, Dr. Howard R. Omwake (1931-42) and Dr. Donald C. Dearborn (1963-67). Interestingly, Dr. Omwake was Dr. Dearborn's father-in-law.

Portraits of Drs. Omwake and Dearborn, and Mr. Abernethy, the late former vice-president of the Catawba Board of Trustees, hang in the Chapel's narthex.

ROBERTSON COLLEGE-COMMUNITY CENTER - This structure is a unique and highly-used facility for both the College and the Salisbury-Rowan County community and was named in 1987 in honor of Blanche S. and Julian H. Robertson of Salisbury, long-time supporters of the College, its programs and activities, and in recognition of the Robertson family's generous support of Catawba. The Center contains the 1450-seat Keppel Auditorium; the 240-seat Hedrick Little Theater; the Peeler Crystal Lounge, a spacious glass-walled room for seminars, banquets, conferences, and dances; and the Brady Courtyard, an area between the Peeler Crystal Lounge and Hedrick Little Theatre used for receptions and various types of socials.

The Center is also home for the Adrian L. and Dorothy L. Shuford, Jr. School of Performing Arts. Designed as a facility for the display of performing arts, the Center contains a common stage area for the main auditorium and little theatre. This feature allows wide flexibility in staging various events. There is an extensive rigging and fly-storage area backstage along with facilities for scenery preparation and costume design and production.

The Center was built in 1964 with contributions from the citizens of the Salisbury and Rowan County community. The auditorium is named in memory of Dr. A.R. Keppel, fourteenth president of Catawba College (1942-63); the little theatre is named in memory of Mr. and Mrs. B.V. Hedrick of Salisbury, benefactors of the College; the Crystal Lounge is named in honor of the late Mr. Clifford A. Peeler of Salisbury, trustee emeritus of the College, and the courtyard is named in honor of Mr. and Mrs. Charles E. Brady of Salisbury, N.C. Mr. Brady is a member of the Class of 1930. The School of Performing Arts is named in honor of Adrian L. and Dorothy L. Shuford, Jr. of Conover, N.C. The late Mr. Shuford was a trustee emeritus and served as chairman of the Board of Trustees 1951-77.

SHUFORD SCIENCE BUILDING - This three-story structure includes classrooms, laboratories, and faculty offices for Biology and Chemistry instruction. The building is capped by Montgomery Observatory, which contains a 15-inch Cassegrainian telescope covered by a 14-foot motor-driven dome.

The Science Building is named in memory of Mr. and Mrs. Adrian L. Shuford, Sr. of Conover, N.C. The Observatory is named in memory of H.M. and Addie V. Montgomery.

SALISBURY NATURE STUDY AREA - The Salisbury Nature Study Area is a 45-acre tract of land, jointly owned by Catawba College and the Salisbury Board of Education. Lying adjacent to the campus proper, the land is an outdoor biological labo-

ratory containing not only some typical Piedmont plant and animal communities, but also a rare and unusual association of Coastal Plain plant species unique in the Piedmont. Considerable research has already taken place in the area and studies are ongoing. The land is used for research and study by the Rowan-Salisbury Schools system and Catawba College. The land is included on the North Carolina Registry of Natural Heritage Areas.

CATAWBA COLLEGE ECOLOGICAL PRESERVE - The Catawba Ecology Preserve is a 189-acre tract of land located behind the Omwake-Dearborn Chapel in the northeastern section of the campus. The area is under development as an ecological preserve designed to be a significant educational and natural resource. A small lake and other specially created study/research areas have been created on the property. Funding for the development of the preserve has been provided through the gifts of Fred J. Stanback, Jr. and William C. Stanback of Salisbury. Mr. Fred J. Stanback, Jr. is a member of the Catawba Board of Trustees.

Student Life & Activities

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS - Students may contact Dr. Rhonda L. Truitt, Chair of Teacher Education, the Catawba College Title IX Coordinator for Athletics for any concerns pertaining to Title IX in the area of athletics. All students are encouraged to participate in intramural sport activities. The program offers extensive team and individual involvement using the many athletic facilities. All students are encouraged to explore intercollegiate athletic participation. Team selection is based on skill abilities.

Catawba is a member of the South Atlantic Conference. Teams are fielded in baseball, men's and women's basketball, men's and women's cross country, football, men's and women's golf, men's and women's lacrosse, softball, men's and women's soccer, men's and women's swimming, men's and women's tennis, and volleyball. National competition is available for qualifying teams through the National Collegiate Athletic Association (Division II).

AUTOMOBILES - all students are permitted the privilege of operating a vehicle on campus as long as campus traffic, parking regulations and applicable city and state laws are observed. Campus regulations require all faculty and staff and students, both resident and commuting, to declare whether or not they will or will not operate a vehicle on campus, and adjacent areas. Those who operate a vehicle on campus and adjacent areas must register their vehicle and display a valid registration parking decal on the vehicle at all times. There is a significant fine for failure to register. Students are expected to park their vehicles in the authorized areas only. Violators of parking regulations will be assessed fines and/or have their cars towed for multiple offenses. Persistent failure to observe the traffic regulations will result in having one's parking privilege revoked. See the student handbook and/or the parking brochure for detailed parking regulations.

CAMPUS MINISTRY AND RELIGIOUS LIFE - As a church-related institution, Catawba takes seriously its commitment to the spiritual growth of each individual at the same time that the college recognizes the varied expressions of religious belief that are present in a college community. Students are encouraged to maintain a relationship with a local congregation of the denomination with which they are affiliated. Weekly worship is held in the Chapel and is open to all students regardless of denominational background. Seasonal celebrations are held also for the entire Catawba community. The Fellowship of Christian Athletes maintains an active presence on campus and welcomes athletes and non-athletes of all denominations.

Campus ministry at Catawba is a ministry of caring through which students are enabled and encouraged in their spiritual growth journeys. The Campus Minister serves as spiritual leader, counselor, and representative of the church on campus as well as coordinator of the religious life of the campus. He works closely with the students' spiritual needs and responding to those needs with meaningful programs and activities that will facilitate the students' growth in their relationship with God and with one another. Among the primary functions of the Campus Minister is to provide counseling for students regarding personal and spiritual concerns.

CENTER FOR CAREER SERVICES - Career Services offers an opportunity for Catawba College students to develop a personalized career strategy—one that satisfies their unique individual career needs. The Center helps first-year students begin the career exploration process. This includes learning about the different majors the college offers, identifying occupations of interest and meeting with the career counselor to help identify areas of interest, skills and values. We want students to start building their resumes early in their college career, not waiting until they reach their senior year. Once decisions have been made, it is important for students to learn how their academic experience can be enhanced through experiential learning opportunities such as internships, and/or community service.

Career Services can also help students identify alumni working in their field of interest who will provide valuable insight into the day-to-day specifics of their career. We also pride ourselves on the individualized assistance offered to students of all majors in identifying new and existing internship opportunities.

Of course, no career center would be complete without specialized services for the graduating senior. These services include job search workshops, resume and cover letter assistance, job fairs, career programming, and interview coaching and mock interviews. We want them to be ready for the real world, knowing how to write a resume and cover letter, how to interview, how to dress, proper business etiquette and networking. We are here for the student to help achieve their best using the knowledge and skills acquired here at Catawba College.

CONDUCT - The College reserves the right to suspend, expel, or enforce the withdrawal of any student whose academic standing is unsatisfactory, who violates the Honor Code, who persistently or egregiously violates College regulations, or whose influence, by word or deed, is determined to be injurious to the best interest of the student body or the institution.

The College, upon the advice of its professional staff, may require a student to withdraw temporarily from the College for medical or psychological reasons. In these cases, the student will be encouraged to seek professional care. Such action is not taken for punitive reasons but because the welfare of the individual and the community mandates this procedure.

The College cannot be viewed or used as an instrument of political, social, or military policy, but will continue to be an institution of intellectual freedom for all in the search for the truth and its dissemination. Any person, or group, which interferes with or disrupts any college function, activity or operation, occupies or damages any facility or property of the College, or infringes upon the rights of others, will be dealt with fairly and promptly and will be subject to serious penalty, to include civil action and dismissal. Students do have the right and responsibility to dissent, discuss, and engage in peaceful rallies and demonstrations when not participating in regular classroom activity.

Students are referred to the Catawba Student Handbook for a delineation of College regulations in the various areas of campus life.

COUNSELING AND DISABILITIES SERVICES - Counseling and Disabilities Services provides services to students in the areas of mental health, disability, and study skills assistance. These services include personal counseling, psychological testing, disabilities services, educational programming, study skills coaching, the Tutoring Program, and a self-help library. The office is located in the Cannon Student Center, in the Student Affairs suite.

Personal Counseling services are available for day students. Students often seek out counseling for help with family conflict, feeling lonely, substance abuse, relationship issues, anxiety and stress, sexual assault, financial worries, depression, grief, and many other concerns. Appointments are necessary any may be made by calling 704-637-4307 or by stopping by the office. Counseling is confidential and operates under the ethical standards of the American Counseling Association. Long-term therapy needs may be referred to off-campus mental health resources; any costs will be the responsibility of the student and/or the family.

Psychological Testing is available at no charge or at a nominal charge for day students. Such testing covers the areas of cognitive abilities, achievements, psychological disorders, career interests, attention-deficit/ hyperactivity disorder, some learning disabilities, and personality testing.

Disabilities Services are provided for those students with physical, psychological, or learning disabilities. It is the responsibility of students who wish to request accommodations to provide appropriate documentation of the disability to the Director of Counseling and Disabilities Services and to complete the accommodations process as outlined in greater detail on the Catawba College website. Catawba College is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended 2008 (ADA), the College does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in College programs and activities; not are persons with disabilities denied the benefits of these programs or subjected to discrimination.

Study Skills Coaching is available to students who are interested in improving their study skills or learning more about their own learning styles. The counseling staff offers brief, individual sessions on topics such as test-taking skills, handling test anxiety, reading a textbook, taking notes, outlining, time management, and college survival skills. Group coaching sessions are also provided as requested.

The Tutoring Program provides peer tutors for fellow day students. Students may take advantage of free departmental or group tutorials. Individual tutors may be provided when group sessions are not available. For more information, contact the Tutoring Coordinator in the Student Affairs Office.

A Self-Help Library of materials for use by students is available on counseling topics such as depression, eating disorders, grief, and anxiety. There are also may self-help materials for students on improving study skills and being a successful student. These materials are available in the office. Books are available on a lending library basis, and many handouts and brochures are free for students to take with them.

Contact Information:

| | |
|---|---|
| Dr. Nan Zimmerman, Director | 704-637-4307 nzimmer@catawba.edu |
| Mr. Avery L. Barber, College Counselor | 704-637-4259 albarber@catawba.edu |
| Mrs. Sharon Newsome, Administrative Assistant | 704-637-4410 snewsome@catawba.edu |
| Tutoring Coordinator | 704-637-4410 tutoring@catawba.edu |

CULTURAL ADVANTAGES - One of the aims of Catawba is to furnish means for the cultural development of its students. To accomplish this goal, the College provides several avenues which include the organized work of the classroom where consideration is given to outstanding achievements in the arts and sciences; the daily personal contact of students with teachers; lectures, theatre performances, concerts and recitals by members of the faculty and students; dramatic presentations, lectures and programs by representative men and women in the fields of literature, science and art.

The Robertson College-Community Center not only provides performance space for college performing arts productions, but also houses the performances of the Salisbury Symphony, the Rowan Community Concert Association, and other community sponsored performances.

The Omwake-Dearborn Chapel, in addition to religious services, provides excellent facilities for choral and other musical performances and community activities.

PROCTOR STUDENT HEALTH CENTER Two registered nurses are employed by Catawba, which also maintains a modern, efficient Proctor Student Health Center on the campus. In addition, the services of the many competent physicians and surgeons practicing in the city of Salisbury, and the facilities of a well-equipped hospital, Rowan Regional Medical Center, are available to students.

A thorough medical examination, including a record of all immunizations against rubella, measles, tetanus, and diphtheria, is required of all new students. Evidence of such examination and immunizations must be filed with the Health Center before registration. All candidates for intercollegiate athletic teams must have annual physical examinations prior to their arrival on campus.

A medical fee, included in the College's general fees, covers routine nursing service. This fee, however, does not cover the services of a physician off-campus, medicines prescribed by a physician or other medicines, supplies, tests provided by the Health Center. or specialized services

PERSONAL RECORDS AND THEIR CONFIDENTIALITY - A personal record for each student is maintained by the Student Affairs Office. Information obtained and maintained in this record is used for conduct proceedings, counseling, and advising the student while he or she is enrolled.

Catawba College administration, faculty and staff may have access to student records or information from student records and only for professional college-related purposes with the approval of the Dean of Students.

Each student attending Catawba College may inspect personal official records. Requests to inspect personal official records should be made in the office of Office of Deans of Students. The appropriate record will be made available for inspection within 45 days of the request.

After inspecting a personal official record, the student may request a hearing to determine and correct, if applicable, inaccurate, misleading or inappropriate data contained in the record. Catawba College will attempt to settle a dispute with the student regarding the accuracy of educational records through informal meetings with the student. If the dispute is not settled, a hearing will be held at the request of the student.

While it has always been the practice of Catawba College to protect confidential information contained in student files from improper disclosure, Catawba College, however, may release information from its records to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons. Information held by the College in any of the offices (e.g., transcripts, confidential student personal records, financial aid data, grade data) is released for off-campus use, such as to graduate schools, potential employers and others, only with the student's knowledge and consent or upon subpoena.

Information classified as public which may be released by the College upon request includes the student's name, date and place of birth, home, school and e-mail address, local and permanent telephone number, dates of attendance, classification, major/minor fields of study, award of degree, academic honors such as Dean's List and other scholastic awards, parents' names, students' class schedule, photographs and religious preference.

Athletic information about student's participation in sports and data such as height and weight will be released to the news media and will be published by appropriate College publications.

Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Registrar's Office at Catawba College on or before the last day to add a class for the semester the student wants to start exercising the right to withhold disclosure of directory information.. Catawba College assumes that failure on the part of any student to specifically request the withholding of "Directory Information" EACH SEMESTER he or she is enrolled indicates individual approval for disclosure.

HOUSING AND RESIDENTIAL LIFE - Living in a College residence hall is considered to be an integral part of a student's development and important to the college experience. Professional and paraprofessional staff persons are committed to providing an environment conducive to a student's academic, social, and personal growth. Appropriate programs, services, and guidelines are provided to promote a positive residence life program.

Current Housing Policy (Effective through December 2009)
The Residency Requirement Policy

Student Life

(For students admitted prior to the fall of 2006)

Catawba College requires all full-time students (enrolled for 12 or more semester hours) to live in one of the College's residential facilities. Exceptions to this policy include the following:

- Students who are 21 years of age or whose 21st birthday occurs during the semester in which the student wishes to live off campus. The student's 21st birthday must occur prior to the last day of final exams during the fall semester, and prior to the date of commencement during the spring semester.
- Students who live at home with their parents or legal guardians.
- Students who are married or have a child.
- Students who have attained senior status even though they may not be 21 years of age.
- Students enrolled in fewer than 12 semester hours may request on-campus housing through the Office of Housing and Residential Life.

(For students admitted for the fall of 2006 and beyond)

Catawba College requires all full-time students (enrolled for 12 or more semester hours) to live in one of the College's residential facilities. Exceptions to this policy include the following:

- Students who are 23 years of age or whose 23rd birthday occurs before the semester in which the student wishes to live off campus are eligible to move off campus.
- Students who live at home with their parents or legal guardians.
- Students who are married or have a child.

New policy effective January 2010

Catawba College requires all full-time students (enrolled for 12 or more semester hours) to live in one of the College's residential facilities. Exceptions to this policy include the following:

- Students who are 21 years of age or whose 21st birthday occurs during the semester in which the student wishes to live off campus. The student's 21st birthday must occur prior to the last day of final exams during the fall semester, and prior to the date of commencement during the spring semester.
- Students who have completed at least 90 hours.
- Students who live at home with their parents or legal guardians.
- Students who are married or have a child.
- Students enrolled in fewer than 12 semester hours may request on-campus housing through the Office of Housing and Residential Life.

Students transferring into Catawba College:

Catawba College requires all full-time students (enrolled for 12 or more semester hours) to live in one of the College's residential facilities. Exceptions to this policy include the following:

- Students who are 21 years of age or whose 21st birthday occurs during the semester in which the student wishes to live off campus. The student's 21st birthday must occur prior to the last day of final exams during the fall semester, and prior to the date of commencement during the spring semester.
- Students who have completed a 60 hour degree (such as the Associate of Arts or Associate of Science degrees) prior to attending Catawba College.
- Students who have completed at least 90 hours.
- Students who live at home with their parents or legal guardians.
- Students who are married or have a child.
- Students enrolled in fewer than 12 semester hours may request on-campus housing through the Office of Housing and Residential Life.

Deadlines: - Such students must notify the Office of Housing and Residential life, in writing, by May 1 for fall semester and November 1 for spring semester of such intent prior to the beginning of the appropriate semester. Failure to obtain approval to reside off campus in accordance with this policy may subject a student to full payment of housing fees.

Returning students must notify the Office of Housing and Residential life, in writing, by May 1 for fall semester and November 1 for spring semester of such intent prior to the beginning of the appropriate semester. Failure to obtain approval to reside off campus in accordance with this policy may subject a student to full payment of housing fees.

When a Catawba student accepts a room key and moves into a room, the student agrees to abide by all policies and guidelines as outlined in the student handbook. Catawba College does not carry insurance on the possessions of those students living in the residence halls. It is suggested that those wishing to insure their goods against loss should provide coverage through their parents' homeowners policy or another private vendor. The College is not able to compensate students for losses incurred as a result of theft or damage.

PUBLIC SAFETY - Catawba College is committed to providing a safe and secure environment for all members of the campus community and guests of the College. The College provides public safety services 24 hours a day, every day of the year, through the

Office of Public Safety, located in the Jann House. The Office is staffed by professional public safety officers who are specifically responsible for patrolling the campus, securing buildings and property, enforcing federal, state, and local laws as well as college regulations, providing escort services, assisting with traffic and crowd-control at college-sponsored events, responding to calls for emergency and motorist assistance, and providing campus-wide crime prevention education. Public Safety officers are not certified to make arrests, but maintain an excellent working relationship with the Salisbury Police Department.

Ensuring a safe environment is the responsibility of all members of the Catawba community. Members of the campus community are encouraged to report emergencies or suspicious activities to the Office of Public Safety by dialing 4000 from any campus phone. Emergency telephones are also available in the West Campus Parking Lot, the parking lot behind the Library, the College Community Center, and five outside residence halls that automatically connect the caller to the officer on duty. If circumstances warrant, crime alerts are prepared and posted either selectively or campus wide. Catawba's history indicates the College exists in a relatively safe environment; however, when accidents or crimes occur, the College is prepared to respond with trained and qualified individuals. In accordance with the Jeanne Clery Act, Safety and Crime Statistics Report, the College maintains an annual security report on its website. For further information, contact the Office of Public Safety.

SOCIAL LIFE Catawba students possess several definite characteristics. While they are interested in study and the pursuit of an educational goal, they are part of a cosmopolitan group, living and learning with students from varying sections of the country with different backgrounds and ideas. All of this provides yet another aspect of the total educational environment at Catawba College. Catawba students are involved with and able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The College administration believes that diversified collegiate activities are necessary to a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth of the complete individual.

In general, all students at Catawba are looked upon as having the integrity, concern, interest and responsibility to conduct themselves as mature adults, with due regard for the feelings and rights of others. The Catawba student handbook contains a detailed listing of the regulations concerning student activity and behavior.

CLUBS AND ORGANIZATIONS - Catawba College offers a wide range of clubs and organizations. Brief descriptions of many campus organizations are listed below. For additional information on any of these groups, or to talk with someone about getting a new organization started, contact the Office of Campus Activities and Programs.

ALPHA Program - The ALPHA Program recognizes the new beginning being made by incoming students at Catawba, and it offers the means by which the transition to college life can be made in a smooth and meaningful manner. Upperclass students known as Alphas work with faculty advisors during the Orientation program to assist new students in adjusting to the academic, co-curricular, and social environment of Catawba. These Alphas provide peer assistance with academic and personal needs, help with questions, listen to concerns, and serve to welcome new students into the Catawba community.

Alpha Chi - A national honorary society, Alpha Chi seeks to recognize junior and senior students who have demonstrated outstanding scholarship and character in pursuit of a liberal arts education. Membership is limited on the basis of academic standing (3.7 grade point average as a junior, 3.5 GPA as a senior and rank in the top 10 percent of the class), and all members must be elected by the faculty. Alpha Chi is the highest recognition of academic excellence on the Catawba campus for students in the B.A., B.F.A., and B.S. degree programs.

Alpha Psi Omega - Alpha Psi Omega is the National Honor Society for theatre students. Election to membership is based on character, leadership, exceptional performance of production responsibilities, and scholarship. The purpose of Alpha Psi Omega is to provide an honor society for those doing a high standard of work in dramatics; and, through the expansion of Alpha Psi Omega among the colleges and universities, provide a wider fellowship for those interested in theatre.

Alpha Sigma Lambda - Alpha Sigma Lambda is the national honor society promoting academic excellence in non-traditional programs and recognizing the academic accomplishments of outstanding undergraduate students in the School of Evening and Graduate Studies at Catawba College. Student membership is limited to the top 10 percent of students who have earned at least 24 semester hours at Catawba College (plus a minimum of 12 semester hours in liberal arts subjects here or at other institutions) and who have attained a minimum GPA of 3.5. Induction into Alpha Sigma Lambda is the highest recognition of academic excellence at Catawba College for students in the evening degree programs.

American Chemical Society - Student Affiliates - The American Chemical Society - Student Affiliates (SAACS) program supports undergraduate students and faculty in promoting professional development, mentoring, and peer-support mechanisms. SAACS gives students interested in the chemical sciences the professional edge by allowing them to network with top professionals, attend scientific meetings, and directly access research.

Athletic Training Club - The Athletic Training Club is open to all athletic training majors and students who are interested in promoting health and wellness. Members perform community service projects, plan social events to educate the public on health issues,

and promote careers in allied health.

Beta Beta Beta - Tri-Beta, a national honor and professional society for biology students, is dedicated to improving the appreciation of biological study and undergraduate research. Regular membership is for students who show great interest in biology and demonstrate superior academic achievement. Associate membership is open to all students with an interest in the biological sciences.

Blue Masque - The Blue Masque is open to all students interested in theatre. The purpose of the club is the promotion of theatrical interest, application, and activity on campus and in the Salisbury-Rowan community.

Campus Crusade for Christ - Campus Crusade for Christ exists to provide regular opportunities to study and discuss the Bible, worship, and pray, all in a group setting, which also provides opportunities for fellowship, encouragement and spiritual development among members. Campus Crusade for Christ has an open-door policy and all members of the campus community are welcome to attend Bible studies and meetings.

Catawba Ambassadors - The Catawba Ambassadors is the outreach student volunteer organization for the Office of Admissions. Responsibilities include leading campus tours for parents, students, guidance counselors and alumni. Other opportunities include visiting hometown high schools, attending receptions, taking prospective students to class, lunch or housing overnight. The membership is approximately 40 students. The application/interview process is held in January of each year, and is open to all freshmen, sophomores, and juniors with at least a 2.25 GPA.

Catawba Crazyies - Catawba Crazyies is a student service organization designed to promote athletics and school spirit at Catawba College.

Catawba Outdoor Adventures (COA) - Catawba Outdoor Adventures provides opportunities for the college community to participate in outdoor pursuits. COA also emphasizes the importance of protecting the natural environment and seeks to instill appreciation and respect for the outdoors. Activities sponsored by the group include: whitewater river trips, day hikes, backpacking trips, film festivals and community service. Membership is open to anyone in the Catawba College community.

Catawba Political Science Association (CPSA) - The Catawba Political Science Association (CPSA) serves as an academic and professional focal point for students majoring, minoring, and/or interested in Political Science as a discipline and related careers. Members meet regularly for scholastic and social activities. Delegations regularly attend such professional meetings as the American Political Science Association, the Southern Political Science Association, and the North Carolina Political Science Association. Membership is open to all Political Science Majors and Minors.

Catawba Pride Band - The Catawba Pride Band entertains audiences at all home football and basketball games, as well as select away games. The Pride is comprised of student members from all academic disciplines across the college campus (regardless of major/minor). In addition to performance on the football field in the way of entertaining halftime shows, the Pride is also responsible for stirring spirit in the stadium and arena bleachers. Membership is determined by audition and interview through the Director of Bands.

Cheerleaders - The cheerleading squads serve to promote spirit and generate support for Catawba's athletic teams. Football and basketball cheering squads are chosen in the spring of each academic year through a series of tryouts before a panel of judges.

College Choral and Instrumental Music Ensembles - A variety of choral and instrumental musical ensemble groups participate in various school and community programs. The choral groups include the Catawba Singers, Men's and Women's Chorus, Catawba Chorale and Divine Unity. The instrumental groups include the Jazz Band, Vernaculars, and Catawba Wind Ensemble. Membership is by audition, with non-music majors strongly encouraged to participate. Interested students should contact the Department of Music for further information.

College Dance Ensemble - Open to all students by audition, this ensemble presents programs to local school and community groups and to the college community. Inquiries should be addressed to the Department of Theatre Arts.

Collegiate Music Educators in North Carolina (CMENC) - CMENC promotes college student involvement in the performance and teaching of music in the schools on the local, state and national levels. The Catawba Chapter #1002 is very active in serving many facets of music performance and education, both on and off campus. Meetings and service projects are usually combined with a social activity. Membership requirements include: an interest in promoting music and education in the schools; participation in one or more of the Catawba music ensembles; and payment of an annual membership fee.

Dance Team - Student interested in dance have an opportunity to perform at athletic events and the annual Danceworks presentation. Auditions are held each year for membership in the group.

Student Life

Dead Athenian Society (D.A.S.) - The Dead Athenian Society provides male students with opportunities for fellowship, service, as well as social and spiritual growth. These goals are accomplished through enrichment sessions, social activities, overnight retreats and participation in service projects such as sponsoring blood drives, working at the local homeless shelter and ushering for various special events. Membership is by invitation.

Delphinian Society - The Delphinian Society intends to enrich the lives of the women at Catawba College through creating friendships and fellowships, serving the college community, and extending aid to fellow students. The society intends to provide opportunities for Catawba women to enhance their academic social skills throughout exposure to essential characteristics, which will enable them to grow and lead a meaningful and beneficial life. Membership is by invitation.

Diversity Club - The club's goal is to make the Catawba community aware of diversity by encouraging all races, creeds, and religions to be involved together as a unified campus. Membership is open to the entire campus community. The club hosts activities during Black History Month and throughout the year.

Environment Catawba Outreach (ECO) - ECO is the campus environment club. ECO strives to educate and encourage the Catawba community and the local region to be good stewards of our planet by promoting environmentally sound habits and techniques. ECO works closely with the Center for the Environment and other clubs on campus to raise environmental awareness and plan events and community service opportunities. Membership is open to all students.

Fellowship of Christian Athletes - Catawba has an active, student-centered chapter of the Fellowship of Christian Athletes. All students are invited as members. Involvement in the athletic program is not necessary for participation. Meetings include speakers, fellowship, and activities with a spiritual emphasis, as well as planning for state-wide involvement with other FCA groups.

Gamma Sigma Epsilon - Gamma Sigma Epsilon is a national honor society in chemistry. Membership is open to chemistry majors and minors who have successfully completed two years of chemistry courses and labs. The purpose of Gamma Sigma Epsilon is to unite those men and women with a high scholastic grade in Chemistry, in Class A colleges, in order to foster a more comprehensive and cooperative study of that great branch of Science and its immediately allied studies.

Helen Foil Beard Society - The Helen Foil Beard Society, named for the first woman to graduate from Catawba College in 1893, is a women's organization for students, faculty and staff that encourages its members to explore and celebrate the accomplishments of women. The organization promotes scholarship, character, culture and service, hosting forums and presentations on women's issues and encouraging service projects that benefit women.

Iota Tau Alpha - Iota Tau Alpha is the national honor society for athletic training students. Membership is limited to those athletic training students who meet the election criteria (Junior or Senior standing and 3.2 overall GPA). The purpose of Iota Tau Alpha is to recognize and honor those individuals in the field of Athletic Training who have through scholarship, integrity, and outstanding achievement been a credit to their profession.

Kappa Delta Pi - Kappa Delta Pi is a national honor society in teacher education. Membership is composed of students, faculty, and educators from the community. The purpose of the organization is to further the cause of good teacher education. Juniors and seniors majoring or minoring in Teacher Education with a 3.2 GPA and are recommended by the Department of Teacher Education faculty are eligible for membership.

Majors Club - The Physical Education Student Majors Club is an organization for majors in Physical Education, Sports Management, Recreation, Therapeutic Recreation, Athletic Training, and other students who are interested in the area of Physical Education. Members of the organization will be involved in campus and community wide service projects and attend professional conferences. Members will meet regularly to discuss issues related to the profession and to socialize in an informal setting.

Math Club - The Mathematics Club exists to support interaction between students and faculty outside of the classroom. The elected student officers of the club together with the faculty advisors structure meetings and talks to encourage fellowship among students with common interests, to inform about application to graduate school, to discuss employment opportunities for mathematics majors, and to hear mathematical talks at the undergraduate level. The club also encourages and supports students who wish to attend and participate in Mathematics Conferences throughout the region.

Music and Entertainment Industry Students Association (MEISA) - The Catawba Chapter of MEISA promotes interest in the music and entertainment industry among Catawba students. MEISA's mission includes the following goals as they relate to the music industry: provide a forum for students to interact with educators and industry professionals; advance student knowledge; organize programs and activities, including performances, conferences, seminars, and workshops that are open to the Catawba community; and provide students with opportunities to acquire pre-professional experience and develop industry-relevant skills.

Student Life

Order of The Blue and The White - The Order exists to recognize young men who have manifested scholarship, character, culture, and service in their lives. No more than fifteen rising, juniors are initiated each spring. Membership is by invitation only.

Phi Beta Lambda - PBL gives members the opportunity to learn, travel and grow as business professionals. PBL gives members the chance to gain cutting-edge skills and prepares them for the "real world" after college. By taking advantage of the many programs that PBL offers, students acquire the leadership skills, business savvy and technical knowledge that will set them apart from the average graduate.

Phi Epsilon - In honorary scholastic society, Phi Epsilon seeks to stimulate scholarship, develop character, encourage leadership, and create good fellowship. Only persons who have established high scholastic standing and who possess other desirable characteristics are eligible for membership.

Phi Sigma Iota - A national honorary society, Phi Sigma Iota recognizes outstanding achievement in the study of foreign languages. Members are selected from among advanced foreign language students who have maintained an overall average of at least B and an average of B or better in foreign languages.

Philomathean Society - The Philomathean Society provides male students with opportunities for fellowship, service, as well as social and spiritual growth. These goals are accomplished through enrichment sessions, social activities, overnight retreats and participation in service projects such as sponsoring blood drives, working at the local homeless shelter and ushering for various special events. Membership is by invitation.

Pi Gamma Mu - Pi Gamma Mu is the international social science honorary society. The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to achieve synthesis therein; to honor outstanding students majoring in Economics, History, Political Science, Psychology, and Sociology, and to supplement and support these majors.

Pre-Health Organization - The Pre-Health Organization assists students who are pursuing a career in the health-care industry. The organization assists students in choosing courses that will benefit them for specialty schools and emphasizes the importance of preparing for graduate admissions exams (i.e., PCAT, MCAT, DCAT, and GRE). Students are informed about the range of health career options in the process.

Psi Chi - Psi Chi is the national honor society in Psychology. The purpose of Psi Chi is to honor outstanding students in Psychology who have demonstrated superior academic performances and leadership in Psychology and to nurture interest in both personal and professional development.

Psychology Club - The Psychology Club is composed of Psychology majors and other underclassmen who may be interested in majoring in this field. Career people in Psychology and related fields are invited to participate in the meetings thus widening the interest in vocational opportunities in this field.

Publications - Publications for Catawba students include THE ARROWHEAD, student literary magazine; THE PIONEER, the student newspaper; and THE SAYAKINI, the College yearbook. In regard to student publications, the Board of Trustees and the College administration accept the principles of freedom of the press and freedom of expression (written and spoken). Therefore, they disavow censorship. They do, however, set forth the basic guidelines of decency and good taste. They, moreover, request that editors of student publications not publish items or photographs which are or border on the slanderous, libelous, pornographic, obscene, or indecent. It is felt that these principles are in keeping with a free society and the nature of an intellectual community.

Residence Hall Association - RHA is a group committed to the concept of building community through campus-wide activities and programs. The group includes the Resident Assistants, but is open to students who enjoy programming for the residential and college community. This group sponsors campus wide activities, fundraising for community service and late night intramural activities.

Salisbury Symphony Orchestra - The Orchestra is a community organization composed of professional musicians, teachers, students, and members of the community having the ability to perform in a symphony. Membership is by audition only. The symphony presents a series of three symphonic concerts during the season.

Sigma Tau Delta - An honor society for English majors and minors, that seeks to promote the study of the English language and its literature. Membership is open to students of high academic standing.

Student-Athlete Advisory Club - The Student-Athlete Advisory Committee (SAAC) is a group composed of representatives

Student Life / Awards

from each of the varsity sports and athletic trainers as nominated by their coaches. This group allows the student-athletes to have a voice on NCAA legislation and athletic department policy. They are also a service group promoting school and community spirit. The SAAC helps to build the relationships between athletes, faculty, staff, administration and community. Meetings are conducted monthly with representatives and the club officers.

Student North Carolina Association of Educators - Catawba's prospective teachers club, the SNCAE is open to anyone majoring or minoring in education. The regular monthly meetings are devoted to the professional and social enrichment of the member and to the advancement and refinement of the profession. Among other activities, each year the SNCAE sponsors a pinning ceremony in which candidates who have been admitted to a teacher education program are honored.

Student Government Association - The SGA has a major responsibility for student campus life. Every student is a member, and through an elected cabinet and officers, and via joint student-administration-faculty committees, it seeks to realize the aims as expressed in the preamble to its constitutions: "To promote unity among the student body, to instill into our campus the principles of self-government, to create an atmosphere of free discussion, inquiry, and self-expression, to engage in a sustained and independent search for truth in order to insure the personal freedom and general welfare of the student body."

Student Honors Advisory Council - An organization for Business majors, SHAC is an honors group which promotes the activities and programs of the Ralph W. Ketner School of Business. The group's objectives are to create a climate which promotes a sense of belonging, a feeling of ownership, a sense of pride, excellence, a tradition of success, desire for service, commitment to leadership, and open communication between students and faculty.

Volunteer Catawba - Volunteer Catawba is a program designed to offer volunteer opportunities to the Catawba student. There are many situations available in the local community to suit individual schedules, including many local schools, social agencies and those programs involving the elderly. All students are encouraged to participate in this worthwhile effort.

Wigwam Productions - Wigwam Productions is the student programming board of Catawba College's Office of Student Activities. The board selects, promotes, and produces the professional entertainment series at Catawba College, as well as providing other campus-wide activities throughout the school year. Students wishing to volunteer to work on the board should schedule an interview with the Director of Student Activities. Students are eligible to serve on the board after completing one semester as a full-time student at Catawba College.

ACADEMIC ACHIEVEMENT AWARDS

SCHOOL OF BUSINESS AWARDS

The Sherrill & Smith Award in Business Administration - This award is given by W.A. Sherrill and G.C. Smith of Sherrill & Smith of Salisbury to the senior student in the Ketner School of Business who makes the best scholastic record in Accounting during the year.

The Millard F. Wilson Award for Excellence in Business - This award is presented annually in recognition of outstanding service to the Ketner School of Business as well as excellence in academic achievement. The award is presented to the senior who best represents the standards established by Professor Millard F. Wilson in his dedicated service to Catawba College as chairman of the Business Department for 30 years, 1949-79.

The Wall Street Journal Award - This award is presented to a senior majoring in Business Administration who best exhibits the qualities of leadership and scholarship. The recipient is entitled to one year's subscription to the Wall Street Journal, is awarded a medal, and his name is inscribed on a large plaque kept at the College.

HUMANITIES AWARDS

The David E. Faust Award - The David E. Faust Award is awarded annually by the faculty of the Religion and Philosophy Department in memory of Dr. David Earl Faust, a former Professor of Religion at Catawba, to a student who demonstrates outstanding ability in religious studies (especially in the field of biblical studies), and who holds exceptional promise for the Christian ministries.

The Rebecca H. Frantz Essay Prize - This prize was established by alumnus Edwin Nace '30 of Altoona, Pa., in memory of the mother of three former Catawba students. It is awarded annually for the best original essay. Essays must be submitted to the head of the English department by March 1, and should be approximately three thousand words in length.

The Martha H. Morehead Award - This award is presented for the outstanding single work - poem, short story, or graphic - contributed to *The Arrowhead* during the year. Selection is made by the English Department. The award is given annually to honor the late Dr. Martha Morehead, Professor of English, whose tireless nurturing of the arts at Catawba College was vital to *The Arrowhead's* success.

Awards

The Bethany and Aidan Sinnott Poetry Award - This award was established by the English Department in honor of Dr. Bethany Sinnott and in memory of Dr. Aidan Sinnott. The award is given to the student who demonstrates the greatest potential as a poet, based on a portfolio of his or her work.

The Dr. Charles Turney Award - This award was established by family and friends in memory Dr. Charles Turney, retired Chair of the English Department at Catawba. The recipient of the award shall be a rising senior English major with at least a 3.5 GPA and a demonstrated aptitude for and interest in the discipline of English studies

The Religion Award - This award is given by the ministers of the Southern Conference of the United Church of Christ to the student in the junior or senior class who has excelled in academic work in the religion and philosophy department and has contributed actively to the religious life of the campus community. The recipient shall be selected by the faculty of the Religion and Philosophy department and the committee of the synod appointed for this purpose.

The Rice, Andrews, Young Award - Given in honor of the former chairpersons of the Catawba College Department of Modern Foreign Languages, the yearly interest from this fund is awarded to the foreign language major or minor who has made the highest grades in his/her foreign language studies.

The Elisabeth Scranton History Award - This award includes a cash prize, along with a student's membership in the American Historical Association for one year. It is awarded to that student who has attained the highest academic average during his senior year and who presents to the highest degree the ideals of liberal scholarship in the area of history.

The Bruce A. Wentz Philosophy Award - Given in memory of Dr. Bruce A. Wentz, long-time teacher of Philosophy at Catawba, the award recognizes a junior or senior who has shown excellence in the study of philosophy. Awarded at the discretion of the faculty of the department, the honor carries a cash prize.

MATHEMATICS & NATURAL SCIENCES AWARDS

The Braun Award - This award was established by Mrs. Anne Blodgett Bashore, a 1934 graduate of Catawba, in memory of Dr. Milton Braun, professor of physics and mathematics from 1931-1955. The Braun Award is to be presented to the student(s) showing the most meritorious work in the field of physics.

The Chemistry Prize - The Chemistry Prize is given annually to a member of the Junior class selected by the chemistry faculty who, in their opinion, best represents the qualities of good character, overall scholarship, and excellence in chemistry course work.

The Mathematics Award - This award is presented annually by the faculty of the Department of Mathematics to a student who has demonstrated outstanding ability, scholarship, and interest in mathematics.

The Environmental Science Award - This award is given annually to a member of the senior class who has best demonstrated dedication, inspiration and academic achievement in the field of environmental science.

The Daniel E. Kirk Biology Award - This award is given in honor of Dr. Daniel E. Kirk, former professor and chairman of the Department of Biology and Dean of the College at Catawba. The award is presented to a member of the senior class who has exhibited outstanding service and achievement in the Department of Biology.

PERFORMING ARTS AWARDS

The Elizabeth Carlton Community Music Award - This annual award is given by the director of Catawba Community Music Program to a full-time Catawba College student who has made outstanding contributions to the community program as a teacher or assistant. The award is in honor of Elizabeth Carlton, Assistant Professor Emerita of Music and founding director of the Catawba Community Music Program.

The Scott Beal Award - The Scott Beal Music Business Award is given annually by Scott Beal, President of Gaff Music and son of Catawba College graduate John Beal, to an outstanding upperclassman majoring in music business. It recognizes both musical and academic achievement as well as participation with the degree program.

The Norman Sloop Award for Outstanding Student - This award is given whenever the Music department faculty determines that a senior music student has made outstanding contributions to the department in terms of academic work, leadership and service. This

Awards

award is named in honor of the O.B. Michael Distinguished Alumnus Award. Dr. Sloop has been an outstanding contributor to the community as a family practitioner, tenor soloist, and member of the Catawba College Choral Ensembles.

The Louis Armstrong Jazz Award - This award is presented to Catawba College's most outstanding jazz instrumentalist.

The Sidney Blackmer Acting Award - These awards are given in memory of Sidney Blackmer of Salisbury, nationally known actor of the professional stage, motion pictures, and television. Recipients are the student actor and actress who have given the most outstanding performance or performances in the major Theatre Arts department productions. The awards are determined by ballot of a special judging panel.

The Outstanding Chorale Member Award - This award is presented to the student who best exemplifies commitment, musicianship, cooperation, and contribution to the quality of performance of the ensemble.

The Civitan-Nelson Haden Music Award - This award is given annually by the Salisbury Civitan Club to a Music major in memory of Nelson Haden, a former Civitan. Selected by members of the music faculty, the recipient demonstrates academic excellence in their musical studies.

The Florence Busby Corriher Award - This award is given whenever the Theatre Arts department staff considers that a student or students have made an impressive, original contribution to theatre art at Catawba. The department reserves the highest possible standards for selecting the recipient of the award, which is named for the founder of the Blue Masque.

The Augustin Daly Award - Given to the outstanding student of the year for academic work and leadership qualities in the Theatre Arts Department, this award is named in honor of one of North Carolina's most distinguished and important theatre figures. It is awarded by the department faculty.

The Chairman's Award - This award is presented annually by the members of the Music faculty to the student demonstrating outstanding artistry in the field of Music.

The Ethan O'Neal Catawba Singers Award - This award is presented annually to the member of the Catawba Singers who best exemplifies commitment, musicianship, cooperation, and contribution to the quality of performance of the ensemble.

The John Philip Sousa Award - This award is presented annually to the Catawba College Band member who has shown consistent excellence in band work. The award is based on musicianship, cooperation, and the demonstrated desire to improve the quality of the Wind Ensemble.

The Joseph Frederick Corriher, Sr. Catawba Singers Service Award - This award is presented annually to a senior who displays the attributes of leadership and service. The recipient is selected by the membership of Catawba Singers.

The Joseph Frederick Corriher, Sr. Catawba Instrumental Service Award - This award is presented annually to a senior who displays the attributes of leadership and service in Catawba's instrumental program.

PHYSICAL EDUCATION & ATHLETIC AWARDS

The Dean Grove Award - The Dean Grove Award established by the late Dr. Rodger Lofland of Winston-Salem, N.C. in tribute to Dean N. Grove, Class of 1940, who was Dr. Lofland's high school coach, biology teacher and mentor. Dr. Lofland is a member of the Class of 1961. The award is presented to a student athlete majoring in mathematics or one of the natural sciences who has demonstrated leadership abilities in both academics and athletics.

The Gordon A. Kirkland Athletic Medal - This award was established by Dr. Martha Kirkland West '59, Gordon A. Kirkland, Jr. '70, and the late Alene Kirkland in memory of their father and husband Gordon A. Kirkland, coach and athletic director at Catawba College from 1934 to 1953. It is presented to the member of the senior class who has been in attendance at Catawba for at least three years, has maintained a scholastic average of at least "C" and is considered to be the best athlete in the class.

The Betty S. Lomax Athletic Award - This award is given by Mrs. Bobby Lomax of Salisbury to that woman member of the senior class who has been in attendance at Catawba at least three years, participated in all phases of the women's athletic program, and is considered best to exemplify the ideals of the Women's Athletic Association.

The David E. Setzer Award in Sports Information - Named in honor of David E. Setzer, former special assistant to the president, who was the college's first modern day sports information director during the 1960s. Established in 1996 by former sports information directors Dennis W. Davidson '81 and Brian A. Morrison '75, the award recognizes outstanding work in the area of sports information and sports publicity.

The Whitley Award - The Pat Whitley Award, established in 1999, in honor of long-time physical education professor Pat Whitley, is presented annually to the most outstanding student in the majors of physical education, therapeutic recreation, recreation, sports management or athletic training. This award is presented to the student who best exemplifies academic excellence, community involve-

Awards

ment and overall character, the standards established by Dr. Whitley during her tenure at Catawba.

The Stephen H. Wurster Sportsmanship Award - This award was established in 1996 in memory of Dr. Stephen H. Wurster, president of the college 1981-92. The award honors a male and female athlete who demonstrate strong character, able leadership, and an overall team-before-self attitude.

SOCIAL & BEHAVIORAL SCIENCE AWARDS

The Senior Psychology Award - This award is presented to a psychology major who has been judged by graduating psychology majors, through secret ballot, as having made an outstanding contribution to the various activities of the Psychology Department.

The Sociology Award - This award is presented to the graduating senior who demonstrates outstanding academic achievement in the field of sociology and exemplifies the qualities of the sociological imagination.

TEACHER EDUCATION AWARDS

The Student North Carolina Association of Educators/Cynthia B. Osterhus Award - This award is presented to the student who has made an outstanding contribution to the Student North Carolina Association of Educators and who has shown the potential to become an excellent teacher. The award is named in honor of Cynthia Ball Osterhus '73, a Catawba College graduate, former North Carolina Teacher of the Year, and now a faculty member in the Department of Teacher Education at Catawba.

The Shirley L. Haworth Prospective Teacher Award- This award is presented to a student who is an education major or minor and who has demonstrated outstanding potential as a teacher based on observations in classroom settings by faculty and cooperating teachers. This student must be a senior with a GPA of 3.0 or better. The recipient is chosen by the Department of Teacher Education faculty. The award, named in honor of Shirley L. Haworth of Jamestown, NC, *Professor Emerita of Education* and former Chair of the Department of Teacher Education, in appreciation of distinguished advocacy service and leadership in North Carolina teacher education.

SERVICE & LEADERSHIP AWARDS

Student Government Association President's Award - Each year, the President's Office presents an engraved gavel to the current President of the Student Government Association.

The Kenneth Clapp Tri-Delta Award - This award was established by the Class of 2000 in recognition of the work of Senior Vice President and Chaplain Dr. Ken Clapp. The Kenneth Clapp Tri-Delta Award will be presented annually to the member of the faculty or staff who demonstrates the dedication, devotion, and dependability that Dr. Clapp models for the college community. The Senior Class will nominate three candidates for the award and the President's Office will make the final determination.

The David Hoyle Award for Outstanding Service in Student Activities - This award annually recognizes a student who has made exemplary contributions in all areas of student activities. The recipient is nominated and chosen by the active members of Wigwam Productions. The award is named in honor of its first recipient, whose passion for service in student activities throughout his years at Catawba was quite exceptional.

The Paul Fisher Service Award - Named in honor of the chairman of the Board of F&M Bank and trustee of Catawba College, this award is presented to the member of the Catawba community who has made the greatest contribution throughout the year in service to others and makes service an integral part of their lives. The annual winner is chosen from the monthly winners selected during the academic year.

The Frances Decker Wentz Award - Established by the Corriher-Linn-Black Library staff at Catawba, this award is presented annually to the junior or senior student who has demonstrated through distinguished performance of responsibilities, a real concern and aptitude for the theory and practice of library science and service. The award is named in honor of Dr. Frances Decker Wentz '29, who served as a member of the Catawba library staff 1929-74, retiring as assistant librarian. After her retirement, she returned to the library, volunteered her services and worked with the government documents collection. She was 96 when she retired again.

Mr. and Ms. Catawba Award - Each year a committee consisting of the Presidents of the Junior and Senior classes and the President and Vice President of the Student Government Association and faculty advisors nominate candidates to represent the College as Mr. and Ms. Catawba. The student body then elects two persons to fill these roles

The Leader in Environmental Stewardship Award - This award is presented to one student and one employee of the College who best exhibits outstanding leadership ability and uncommon commitment to environmental stewardship through the facilitation of activities and initiatives that promote the wise use of the earth's resources.

Awards

Who's Who Among Students in American Universities and Colleges - The Who's Who selection is made at the end of each academic year among the students who are active leaders and scholars on the Catawba College campus. Those chosen for this honor are nominated by members of the college community and selected by a committee of faculty and students.

SPECIAL MERIT & ACHIEVEMENT AWARDS

The Barbara Andrews Award - Established in honor of the first director of the Catawba's Lifelong Learning Program (now the School of Evening and Graduate Studies), the Barbara Andrews Medal is given to the undergraduate evening student in the graduating class who embodies the highest degree of character, leadership, and scholarship. The selection is made by the faculty from the six graduating seniors with the highest GPA's. Students who are eligible are those who have attended Catawba College for at least two years and have earned a cumulative grade point average of no less than 3.5.

The Phi Epsilon Award - The winner of this award becomes an honorary member of Phi Epsilon and is a person who the organization believes has been of significant value and worth to the College community through outstanding character, leadership, and participation in extracurricular activities, and has shown a genuine interest in and concern for Catawba College as evidenced by his or her service.

The President's Award For Staff Excellence - This award is given annually to a member of the Catawba College staff who has distinguished him or herself in achieving excellence in job performance and contributed to a strengthening of community spirit on the campus. The award recipient is selected through nominations from the entire faculty and staff and final selection of nominations is made by the Staff Council.

The Adrian L. Shuford, Jr. Award for Distinguished Service - This award is presented annually to the individual who has played an outstanding role in supporting the College and its programs through time, talent and resources. Established in 1983, the prestigious award is named for Adrian L. Shuford, Jr. of Conover, N.C., Board of Trustees member from 1944 until his death in 2000. He served as Board president from 1951-77.

The Louise Tucker Staff Council Award - The Louise Tucker Staff Council Award was established in 2005 in honor of Catawba College Alumna and former employee Louise Tucker '44. Miss Tucker worked at Catawba for 42 years following her graduation, first as secretary to the college registrar, then as associate registrar, and later as assistant to the vice president for planning and academic services. This award is given to a staff member who demonstrates outstanding work ethic and performance in their area. Nominations are made by members of the faculty and staff and the recipient is selected by a vote of the Staff Council.

The Staff Member of the Year Award - An annual recognition by the members of the student body of a staff member who has been outstanding in their work for the College, the award is determined by a popular vote of the students.

Swink Prize for Outstanding Classroom Teaching - This award is presented to the member of the Catawba faculty who is judged an outstanding classroom teacher. The award was created by a gift from the late Hearne Swink, former Rowan County resident, official with Cannon Mills Company, and friend of the College. The recipient is selected by vote of the Faculty Senate.

The Algernon Sydney Sullivan Awards - These awards are given annually to one outstanding student and to one person "who has had some association with the College and whose merit is well defined." Funded by the Algernon Sydney Sullivan Foundation and administered by the New York Southern Society the awards stem from the Society's wish to establish a permanent reminder of the "noblest human qualities as expressed and followed in the life of its first president, Algernon Sydney Sullivan; and to do so in a manner which will perpetuate the influence of such a man, not so much as an individual but as a type." The prestigious awards are given only by selected "representative institutions."

The Professor of the Year Award - This award is given to the faculty member selected by a popular vote of the students. The recipient is chosen for those qualities which the students feel comprise the best in classroom rapport, evidence of concern for students, and intellectual stimulation.

Trustee Award for Outstanding Contribution to the College - This award is given to the individual deemed to have made an outstanding contribution in service to Catawba College. The award is presented by the College on behalf of the Board of Trustees. The recipient is selected by vote of the Faculty Senate.

The Whitener Medals - The Whitener Medals are given annually in memory of the late Dr. Edgar Whitener of High Point, NC, who served as president of the Catawba Board of Trustees 1925-44, to the man and woman in the graduating class who combine in themselves, in the highest degree, the qualities of character, leadership, and scholarship. The selection is to be made by the faculty from the three men and three women who have received the highest number of votes in an election in which only the members of the junior and senior class may vote. Only those students will be eligible who have attended Catawba for at least two years and have earned a cumulative grade point average of no less than 3.5.

Academic Policies, Procedures, and Terminology

STUDENT RESPONSIBILITY - Each student is expected to know the College's policies, procedures, and terminology as outlined in the *Catalog* as well as the graduation requirements both in the core and in the student's chosen major. In order to assist the student in following these policies and meeting these requirements, the College assigns students an academic advisor. The advisor is obligated to give the best professional advice possible based on his or her information about the student and knowledge of the College's policies, but the student must assume full personal responsibility for adhering to these policies and procedures, including meeting all graduation requirements according to his or her own time-frame.

SPECIAL NOTE: A student's core requirements will be determined by the catalog current at the time of that student's initial enrollment at Catawba. A student's major and minor requirements will be determined by the catalog current at the time of that student's declaration of a major or minor; however, a student who entered Catawba prior to August 1997 will be eligible for the B.A. degree only. A student who is readmitted to Catawba after an absence of one year or more must follow the catalog current at the time of readmission for both core requirements and major requirements.

REGISTRATION AND DELAYED ENTRANCE - Registration dates for new students are announced in the calendar in the front of this catalog for each semester, including summer terms. Students must register on the designated days in order to ensure that no class work is missed and that no academic penalty is thus incurred.

New students may not complete registration until the record of their previous work has been received and approved by the Registrar. Students transferring from other higher education institutions should have official transcripts sent directly from the office of the registrar of that institution to the Catawba College Admissions Office. The Catawba Registrar will evaluate transcripts to determine transfer credit to be awarded after a student has been accepted. (See "Transfer of Credit" below.)

These records should be submitted to Catawba College as far in advance of the registration date as possible, and preferably no later than two weeks prior to the term in which a student plans to enter. Transfer students must also present certificates of honorable dismissal from the institution last attended. In cases of extreme necessity, a student may be admitted with incomplete credentials. However, registration is not complete until all required records, including immunization records required by state law, have been filed and officially accepted by Catawba College. Students in this circumstance will, at the time of registration, be asked by the respective admission offices to sign a letter giving notice that the student has 30 days to submit the proper documentation. Both the Registrar and the student will receive a copy of this letter. The student will then be allowed to register.

If in 30 days the documents have not arrived to the Registrar's office, the Dean of the College will notify the student and appropriate Faculty that the student may not attend any further classes until the documentation has been received. Requests for an additional grace period may be granted only by petition to the Academic Policies and Standards Committee.

All documents submitted to Catawba College (i.e., SAT scores, high school transcripts, and college transcripts) cannot be returned, copied, or forwarded.

Re-entering students – those who have previously been enrolled at Catawba College but have not attended the semester immediately prior to a registration period – must apply for re-admission through the Admissions Office before being allowed to register.

Registration - Degree-seeking students who are currently enrolled at Catawba College may register in November for the spring term and in April for the following fall term. Boarding students must register at these times; otherwise, their housing reservations may be forfeited.

Academic Load - A full-time student is one who enrolls for at least 12 semester hours each semester. Those who enroll for more than 18 hours per semester are listed as carrying an overload and pay an overload fee. A student may schedule an overload only if that student (a) presents an overall GPA of at least a 2.50 and (b) earned a GPA of at least a 2.00 in the semester immediately prior to the one in which the overload is projected. Advisors may approve overloads up to 21 semester hours; registration for more than 21 hours must be approved in advance by the Academic Policies and Standards Committee. *Transient work and on-line courses are included in the semester hour total.* Exceptions to the policy may not be granted by the advisor, department chair, registrar, or academic dean, but only by petition to the Academic Policies and Standards Committee. Charges for overloads are listed elsewhere in this catalog. A student who wishes to take courses concurrently at another institution and transfer credit for such courses to Catawba College must have the prior approval of the Registrar at Catawba.

Audit - In addition to the regular course load, a full-time student, with written permission of the course instructor, may audit one course per semester. Upon completion of the course as certified by the instructor, a notation of "audit" will be entered on the student's permanent academic record. No grade or hour credit will be recorded for audits. A student may not repeat for credit any course he has previously audited without permission of the instructor and the Dean of the College. After the close of registration, the decision to take a course for credit or audit may not be changed. A charge is made for audits. Private music lessons may not be audited.

Academic Policies

Dropping and Adding Courses - After a student has completed registration, he or she may add courses during the designated “add” period (see the appropriate academic calendar), pending proper approval. In regular sessions, a student may not add a class after the fifth class day of the semester. In block sessions, a student must add before the second class meets. In summer sessions (excluding block courses) the student may not add a course after the second day of classes.

A student may drop a course with a grade of “W” up to the date posted in the academic calendar pending proper approval. Any student who has a pending charge of academic dishonesty may not drop the course in which the academic dishonesty is alleged to have occurred. A course may not be dropped after the designated date.

Transcripts - You may obtain copies of your official academic transcript from the Registrar’s office in the Hedrick Administration Building. Each official transcript costs \$5.00. Unofficial transcripts are free.

Academic Grievances - The following procedures should be followed to resolve an academic grievance (excluding charges of Academic Dishonesty):

1. The student should try to resolve the grievance with the faculty member, staff member or student in question.
2. If no resolution is achieved, the student may appeal his or her complaint to the chair or head of the department in whose department the complaint originated.
3. If the grievance remains unresolved, the student may appeal his or her complaint to the Dean of the school in which the complaint originated.
4. If the grievance is still unresolved, the Deans Council may consider the grievance. The student does not have the privilege of self-referral to a panel or of any other administrative recourse.

Withdrawals

Voluntary Withdrawal from the College: A student who wishes to withdraw completely from the College after the last day to add a class must complete the withdrawal process before the end of the tenth week of the semester. (See the “Academic Calendar” for the precise date each term.)

A student must initiate the process by requesting a withdrawal form from the office of the Dean of Students and completing the process with the Office of the Registrar by the deadline. Students who comply with the deadline will receive transcripts showing “W” grades for all courses. Failure to withdraw officially will result in receipt of the letter grades earned in each course.

A student who has withdrawn from the College more than once will not be readmitted. Any exceptions to this policy must be approved by the Academic Policies and Standards Committee.

Voluntary Medical Withdrawal: Upon presentation of documentation deemed adequate and compelling by the Dean of Students or his or her designee(s), a student may be permitted to withdraw from the College at any time during the semester and receive the grade of “W” for coursework being attempted at the time of withdrawal. Students seeking Voluntary Medical Withdrawal after the last day for voluntary withdrawal from the College will be subject to particular scrutiny as such withdrawals entail relief from the academic consequences of late withdrawal.

Administrative Withdrawal: This type of academic intervention is imposed in response to poor performance *within* a semester by the student; specifically, the student has not withdrawn from the College but is making no appreciable attempt to attend and pass classes. Students who fail to meet these basic academic standards or policies in a given semester will be withdrawn by the Provost or his or her designee(s) and a letter put in their file indicating the academic issues that necessitated the withdrawal. An Administrative Withdrawal that is carried out on or before the last day to voluntarily withdraw from classes will result in grades of “W”. After the last day to voluntarily withdraw, Administrative Withdrawal will result in grades of “F”

Administrative Withdrawal from a class: This type of academic intervention is imposed in response to poor performance, disruptive or other inappropriate behaviors that hinder the normal conduct of the class. Upon the referral from a faculty member, the Dean of Students will work in concert with the Office of the Provost and Registrar to assess the documented facts and determine an appropriate intervention.

Medical Withdrawal: The College, upon advice from its professional staff, may require a student to withdraw for medical or psychological reasons. In these cases, the student will be encouraged to seek professional care. Such action is not taken for punitive reason, but because the welfare of the individual and the community mandates the procedure. A Medical Withdrawal will result in grades of “W” regardless of when the withdrawal occurs.

Short-term Leave of Absence Policy: The Provost may, at his or her discretion and upon the advice of College health care providers and Student Affairs staff, authorize the absence of a student from the College for up to two weeks in order for the student to receive treatment for a medical condition or respond to a crisis that necessitates absence. There must be reason to believe the circumstances can be resolved in the short-term, and this provision is limited by the faculty’s ability to make accommodations, which may vary considerably. The Provost will verify the student’s circumstances to faculty and request consideration for accommodations. The student will be responsible for managing specific plans for make-up work during the absence and/or upon return.

Academic Policies

Suspension from the College

Social Suspension: A student suspended under the provisions of this category has committed transgressions of the Student Code of Conduct or the Honor Code serious enough to make the student “ineligible to continue enrollment and/or to re-enroll at the College for a specific period of time”. The Dean of Students or his/her designee(s) is responsible for activating this process at any time during the semester.

A Social Suspension that is carried out on or before the last day to voluntarily withdraw from classes will result in grades of “W”. After the last day to voluntarily withdraw, Social Suspension will result in grades of “W” or “F” at the discretion of the Dean of Students.

Academic Suspension: This type of academic sanction is imposed in response to a prolonged period (typically at least two complete semesters) of poor academic performance by the student. A student in this category has failed to meet minimum GPA standards after more than 19 hours of study. See *The Catawba College Catalog* for a list of semester hour and GPA thresholds. The Provost or his or her designee(s) is responsible for activating this process at the end of the fall and spring semesters upon recommendation from the Academic Policies and Standards Committee.

The Semester Hour The term “semester hour” describes the basic credit value for a course or courses. For lecture courses, one semester hour of credit is the equivalent of 15 clock hours of classwork during a semester.

Classification: Classifications are based on cumulative semester hours of credit earned:

| Classification | Hours earned |
|----------------------|--------------|
| Freshmen | 0-29 |
| Sophomores | 30-59 |
| Juniors..... | 60-89 |
| Seniors | 90 or more |

124 semester hours are required for graduation.

Course Numbering System - Catawba College uses a four-digit numbering system for all courses – e.g., MATH 1132, PSYCH 2340, TA 3361. The first digit in the series indicates the instructional level of the courses. The remaining three digits are determined by individual departments.

0001-0999 = non-credit

1000-1999 = introductory level

2000-2999 = intermediate level

3000-3999 = intermediate advanced courses; primarily recommended for juniors and seniors

4000-4999 = advanced undergraduate courses; primarily recommended for seniors; 4000 level courses followed by a “G” taken by graduate students (e.g. EDUC 4315G)

5000-5999 = graduate level (undergraduate enrollment not permitted)

8000-8999 = workshops

Prerequisite and Co-requisite Courses - A prerequisite course is one that provides content and/or academic skills deemed necessary by a department for satisfactory achievement in a later course. If a course has a prerequisite, that prerequisite course must be passed with a minimum grade of D before admission into the course is permitted. A co-requisite course is one that provides parallel content and/or academic skills. Concurrent enrollment in the course and its co-requisite course thus is expected.

CREDIT AND GRADING POLICIES

Grading - Reports of progress are kept by the College on all students. Catawba College makes progress reports and final grades available only via CATlink. Grades are posted immediately as grades are entered by the Registrar’s Office. The grade processor that calculates term and cumulative grade point averages will be run no later than three working days after the last scheduled exam each semester. Grades will not be released to other parties without the written permission of the student.

Course work is evaluated in the following terms:

| Grade | Grade Points per Semester Hour |
|----------|-----------------------------------|
| A | Superior Mastery.....4.0 |
| A-..... | 3.7 |
| B+ | 3.3 |
| B | Good Mastery3.0 |
| B-..... | 2.7 |
| C+ | 2.3 |
| C | Satisfactory Achievement2.0 |
| C-..... | 1.7 |

Academic Policies

| | |
|---|-----|
| D+ | 1.3 |
| D.....Less than Satisfactory Achievement | 1.0 |
| D-..... | 0.7 |
| F.....Unsatisfactory Achievement; Failure to achieve minimum competency | 0.0 |
| I | * |
| S | * |
| M.....Marginal (equivalent to “D”; used only on progress reports) | * |
| U | * |
| W | * |

*Not used in computation of GPA

In this system, each semester hour passed has a grade point value equated to the letter grade. Thus a student who earns an “A” in a three semester hour course earns 12 grade points for that course whereas he or she would earn 11.1 grade points (3 semester hours x 3.7 grade points) for an “A-” in a three semester hour course.

The cumulative grade point average (GPA) is obtained by dividing the total semester hours attempted into the total grade points earned. The grades of “I,” “S,” “U,” and “W” are not used in this calculation. Semester and cumulative grade point averages are computed on the grade report at the end of each semester.

When serious illness or other unforeseeable circumstances prevent a student from completing the work for a course, an instructor may allow additional time to finish assignments by awarding an “I” (Incomplete). An “I” is not to be awarded as a remedy for failure to attend classes or to complete assigned work on time. Under no circumstances will students receiving an “I” have the opportunity to complete work not assigned to the entire class. An “I” indicates that a small portion of assigned work is unavoidably unfinished at the end of the term. A faculty member intending to award an “I” must fill out and submit to the Registrar a form explaining the reasons for the grade. This form must be submitted no later than the time when the grades for the class in which the “I” is given are turned in to the Registrar. The form will also indicate whether the student’s progress in the course is satisfactory (a “C” or better) at the time the “I” is awarded and must indicate that the student has substantially completed the course work at the time the application is filed. If the student fails to complete the course work by the date set by the published Catawba College Academic Calendar for the removal of “I” grades, the “I” becomes an “F” and may be changed only by action of the Academic Policies and Standards Committee.

The grades of “S” and “U” are used as final grades in practice and other experiential courses, which include Fieldwork, Internship, Practicum, and Student Teaching in all academic programs.

All student petitions for a change of grade must be presented to an individual faculty member no later than thirty calendar days after the beginning of the semester, excluding summer sessions, following the semester in which the grade was awarded.

Academic records may be withheld for failure to satisfy financial or other responsibilities on campus.

Catawba College will calculate grade point averages for graduation, honors, junior marshals, etc. on Catawba work only.

Repeating of Courses - All courses attempted and grades earned at Catawba College appear on a student’s permanent record. However, students may repeat courses, and, in such instances, the highest grade achieved for the same course is the only grade used for calculating the Grade Point Average (GPA). Courses in which a “D” or “F” was earned at Catawba College cannot be repeated elsewhere for credit at Catawba College. Students must identify repeat courses at the time of registration; failure to do so may cause a delay in meeting graduation requirements.

Transfer of Credit - Transfer credit is given only for courses in which grades of “C” or better were earned from a regionally accredited college or university and which the Catawba College Registrar determines to be acceptable for transfer credit.

On its official transcripts, Catawba College will show course titles, grades, and credit hours earned (but not quality points) on transfer and transient courses for which Catawba has comparable courses and in which the student has earned a “C” or better. The Catawba College Registrar, in consultation with appropriate department representatives as necessary, will determine whether such courses are comparable to Catawba offerings and therefore acceptable for transfer credit.

Catawba College will calculate grade point averages for graduation, honors, class rank, junior marshals, etc. on Catawba work only. In checking graduation requirements in general education, the Catawba College Registrar will evaluate transfer and transient work and count comparable courses as satisfying Catawba’s core requirements.

Regularly enrolled students seeking a degree from Catawba who take work at another college during the summer (or as a “transient” student during any term) must have the plan approved in writing by the Registrar at Catawba before beginning the course, and if the student anticipates taking a course required for a major, permission must first be sought by the appropriate department/division chair. Courses taken by such students without the prior written approval of the Registrar may not be accepted for credit by Catawba. Credit for transient work is given only for courses in which grades of “C” or better are earned. Students who propose to take transient work are reminded that the last 30 semester hours of work must be earned in courses offered by or through Catawba College – either in courses on the Catawba campus, cooperative programs, or Catawba-approved or sponsored off-campus work (e.g. student teaching or practicum). Students having earned 90 or more semester hours who propose to take transient work must secure written approval from the Academic Policies and Standards Committee.

Students who are attending or have attended an accredited community or junior college may transfer up to 60 semester hours of credit to Catawba College. Graduates of North Carolina Community College degree programs covered under the 1997 Comprehensive

Academic Policies

Articulation Agreement may receive up to 64 semester hours transfer credit. Students who have attended or are currently attending an accredited four-year institution may transfer up to 90 semester hours of credit to Catawba College, as determined by Catawba's Registrar.

All general education course requirements for graduation will be waived upon receipt of a final college transcript from a regionally accredited community college indicating a student has been awarded an Associate of Arts or Associate of Science degree.

Limits on Credit - Any student, traditional or non-traditional, who returns or applies to Catawba College in order to complete studies for a degree, after having been absent from college for a period of five or more years, will have his/her transcript evaluated to determine the equivalency of the previous course work toward the degree. The Registrar, in conjunction with the appropriate departments, will evaluate the student's previous academic record and may accept or deny the previous course work based upon the evaluation. Generally, credits are allowed only for courses which are equivalent to those currently available at Catawba College and which are not being presented toward a degree at any other institution.

Military Credit - Catawba College awards credit for coursework offered by the military or for military experience in accordance with the recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education provided

- 1) Catawba College offers a comparable course to that recommended by the Guide, and
- 2) the produces proper documentation from the Department of Defense (DD 214 form) and/or military transcript.

Students enrolled at Catawba College who wish to participate in military courses for transfer credit should secure permission from the Registrar prior to participation in the military work. The Registrar will determine whether academic credit will be granted.

Students can access their military transcripts at <http://www.acenet.edu>.

Credit by Examination - Credit for courses taught at Catawba College may be awarded by examination. No more than four (4) semester hours per major, and no more than 12 semester hours total will be allowed for credit by examination. All credit-by-exam paperwork for the current semester should be on file in the Registrar's Office no later than the published date on the academic calendar published in the front of the catalog. This date corresponds to the last day to drop a class in the day program. Credit by examination policy guidelines and exam petition forms are available in the Registrar's Office.

Advanced Placement Credit - Students who took Advanced Placement (AP) courses in high school and took final examinations in those courses which were certified by the College Board may request college credit for such courses. Generally, Catawba College awards credit for scores of 3, 4, or 5 on Advanced Placement examinations.

STANDARDS FOR CONTINUED STUDY

The Academic Policies and Standards Committee administers the standards for continued study. Student progress is reviewed by the Academic Policies and Standards Committee at the end of each semester.

Academic Suspension - Students must maintain a minimum cumulative grade point average in order to be eligible to continue at Catawba College. Students who fall below the following standards are suspended:

| Semester Hours Attempted | GPA Standard |
|---------------------------------|---------------------|
| 19-23 | less than 0.70 |
| 24-47 | less than 1.00 |
| 48-63 | less than 1.25 |
| 64 or more | less than 1.50 |

Suspensions are for one full semester of the academic year. Students who have been suspended may not attend summer sessions, and work taken elsewhere during a period of ineligibility cannot be accepted for transfer to Catawba College.

Following one semester of suspension, students may apply for readmission to the College Admissions Office. A written letter of petition to the Academic Policies and Standards Committee must accompany the application. Only two re-admissions may be granted. Re-admitted students are automatically placed on academic probation, and additional conditions for continued study may be imposed by the Committee.

All criteria for continued study apply equally to students continuously in residence and to transfer students. Transfer students who do not meet the standards for satisfactory progress at the time of admission are admitted on a provisional status.

Academic Probation - Students who meet the minimum standard for continued study but fall below a higher standard necessary to maintain good standing are placed on academic probation. The following criteria are applied by the Academic Policies and Standards Committee in determining placing students on probation.

| Semester Hours Attempted | GPA Standard |
|--------------------------------|----------------|
| 1-23 | less than 1.25 |
| 24-47 | less than 1.50 |
| 48-63 | less than 1.75 |
| 64 or more | less than 1.9 |

Probation is intended to enhance the student's chances for academic success and therefore carries with it the following restrictions:

1. Class loads are limited to 15 semester hours, which includes any transient work.
2. Enrollment in 4000 level courses is not permitted.
3. Special tutoring may be stipulated.
4. Participation in student activities may be restricted.

Probationary status is indicated on the student's transcript and is determined at the end of fall and spring semesters only. A student placed on academic probation at the end of spring semester will be eligible for removal no sooner than the end of the following fall semester. Exemptions to any of the restrictions may be granted only by the Academic Policies and Standards Committee or its representatives.

TYPES OF COURSES / INSTRUCTION

Lecture / Laboratory - College level courses have traditionally been taught as lectures presented by the instructor. In addition, laboratory experiences may be required as a means of giving students opportunities for practical application of the material presented in lectures. Many courses now involve students in discussion and small group learning experiences within the class period.

Independent Study - Independent study is an approach to learning which serves as an alternative to regular classroom instruction. Through Independent Study projects, students develop the necessary skills and insight for self-directed learning, while still being guided and evaluated by an instructor. Each Independent Study should result in a demonstration of improvement in learning habits through the presentation of a quality product resulting from experience. To be eligible for an Independent Study, a student must be of junior or senior standing with a grade point average of 2.00 or higher. Each independent study is limited to one semester, and a student may take no more than one independent study at a time. Only nine semester hours of independent study credit may be applied toward graduation requirements. Letter grades are used for Independent Study projects.

Permission to register for an Independent Study project is secured through consultation with the student's major advisor and requires the approval of the department in which the Independent Study is to be undertaken. Upon approval by the department, the proposal shall become a contract for an approved program of study by the student and will be signed by the Department Chair. Independent Study request forms and policy guidelines are available in the Registrar's Office. Independent study is not offered to satisfy a B.B.A or B.A.E. degree requirement.

Topics Courses - Topics courses are offered by many departments to enable faculty and students to explore specialized topics in the field that are distinct from standard departmental offerings. The "Topics" specification may be used to try out a new course before it is put into the catalog or to offer a course that is infrequently in demand.

Tutorials - A tutorial is a guided individual study of an existing course, usually taught by the faculty member traditionally teaching the course. Permission for a tutorial must be secured from the Academic Standards and Policies Committee. Tutorial request forms and policy guidelines are available in the Registrar's Office.

Internships and Practica - Among the many learning opportunities provided, additional educational experiences are available through internships and practice. Each internship or practicum should result in a unique and individual learning opportunity for the student which cannot be provided by conventional classroom experiences.

Practicum is defined as field experience in which formal evaluation, supervision and direction are determined by the supervisory professor and student. **Internship** is defined as field experience in which formal evaluation, supervision and direction are provided by an outside agency in concert with the supervisory professor and student. The grade for the internship is assigned by the supervising faculty member. To be eligible for an internship, a student must have a GPA of 2.00 or higher. The internship must be approved by a faculty member in the department in which credit for the internship is sought and must be approved before the student begins the work he/she plans to count as an internship. Students may enroll in internships only in their majors and minors, unless an internship in another department is warranted by interdisciplinary concentrations within a course of study. Although internships can be required as part of a major, internships cannot be substituted for other required courses in the major. The grades of "S" and "U" are used as final grades for Practicums and Internships.

The total semester hour credit assigned to the field experience may vary in accordance with the dimensions of the particular experience, but the amount of academic credit must be ascertained at proposal time. A minimum of three hours work per week for one semester hour of credit is required. A maximum of twelve hours credit in Practice and/or Internships may be applied toward graduation requirements.

Academic Policies

A request form for practicum or internship is available through the Registrar's Office and must be completed at the time of registration. The form includes an appropriate description of the field work and written approval from 1) the supervising professor and 2) the departmental and/or program chair. At that time the student indicates the criteria for formal assessment and evaluation, and the number of credits sought. Internships and practica are not offered to satisfy B.B.A. degree requirements.

ACADEMIC HONORS

Dean's List - Students in the B.A., B.F.A., and B.S. degree programs must achieve a 3.50 grade point average in 15 or more semester hours with no outstanding "I" grades to be placed on the Dean's List. Within the 15 semester hours, up to three semester hours may be in courses graded by "S-U." Where courses normally graded with "S-U" credit may preclude meeting the above guideline, students may petition the appropriate academic department at the time of registration to be awarded regular letter grades. Students in the B.B.A. and B.A.E. degree programs must achieve a 3.50 grade point average in 12 or more semester hours with no outstanding "I" grades. The Dean's List is published at the end of each semester of the academic year.

Presidential Honor Roll - Students in the B.A., B.F.A., and B.S. degree programs who accumulate 30 or more semester hours in regularly graded courses and achieve a 3.70 average in all work during the two semesters of an academic year will be placed on the Presidential Honor Roll. Students in the B.B.A. and B.A.E. degree programs must accumulate 24 or more semester hours in regularly graded courses and achieve a 3.70 in all work during the two semesters of an academic year. The roll is published in May of each year.

ACADEMIC EXPECTATIONS

Class Attendance - Effective learning is facilitated by an interaction between the professor and students regarding course material. The classroom is the principal arena for such interaction. Thus students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions.

The class attendance policy followed by the College assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses consistent with the objectives of the course. Thus specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course and before the end of the drop-add period.

The course attendance policy and practices, however, will subscribe to the following general guidelines:

1. Each student is personally responsible for regular and punctual class attendance.
2. A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and/or the course syllabus.
3. The faculty member has the option of assigning a failing grade to any student who misses more than one-quarter of the class meetings, but this option must be stated in the course syllabus.
4. Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.
5. The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.
6. The faculty member has no obligation to allow or facilitate make-up work except for absences due to "extenuating circumstances." Three sets of extenuating circumstances are recognized by the College: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College.
7. If an extenuating circumstance is the cause of a student's missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a "just cause" for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.
8. Students should remain in a class for at least ten minutes after the class is scheduled to begin, after which, if the faculty member has not arrived or given word about arriving late, the students may leave without penalty.

The Honor Code - In order to educate individuals to live responsibly in community and to create an environment that encourages respectful expression of values, without censorship, the Catawba community has developed and endorsed *The Catawba College Honor Code*. It is intended that the Honor Code will promote a climate of trust, concern and respect conducive to learning and personal growth in community.

Everyone who is a member of the Catawba community has responsibilities to respect others, to communicate honestly, to seek excellence, and to participate in creating a fair and compassionate atmosphere on campus.

Faculty, administrators, and staff have responsibilities to endeavor to enhance the personal and intellectual development of other persons; to be compassionate, thorough, and fair in evaluating the performance of students and professional associates; to use the authority of their office in ways that respect persons and avoid the abuse of power; and to conduct their professional activities in ways that uphold the ideals of virtue and excellence.*

Therefore, Catawba College students, faculty staff, and administrators are committed to the Catawba College Honor Code which is set forth as follows:

As a member of the Catawba College community, I will practice academic honesty, communicate truthfully, and show respect for the rights and property of others. I will also encourage others in the community to behave honorably.

The Honor Code does not condone dishonorable actions within any sector of Catawba College. Such actions include academic dishonesty as well as social disrespect and any action harmful to the Catawba College community and its members. Violations of the law are also violations of the Honor Code. The Honor Code applies to students, faculty, administrators, and staff members.

*These responsibilities are stated in Reynolds and Smith, "Academic Principles of Responsibility," in William W. May, Ethics and Higher Education (Macmillan, 1990), pp. 37-38.

All members of the College community are obligated to be familiar with the Honor Code and to conduct themselves in accordance with the standards set forth. The complete text of The Catawba College Honor Code and the operating procedures of The Student Conduct Board are found in the Student Handbook.

Accommodations Policy for Students with Disabilities - Catawba College is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended 2008 (ADA), the College does not exclude otherwise qualified persons with disabilities solely by reason of the disability, from participating in College programs and activities; nor are persons with disabilities denied the benefits of these programs or subjected to discrimination.

It is the responsibility of students who wish to request services and/or accommodations to inform the College of the disability and provide appropriate documentation of the disability to Counseling and Disabilities Services. The accommodation process is outlined in greater detail on the counseling webpage at the Catawba College website. The Disabilities Handbook for students may be found on the website with any pertinent forms. This webpage also explains the appeal procedure for grievance resolution for student accommodations due to disability.

ACADEMIC RECORDS - Catawba College conforms to the Family Educational Rights and Privacy Act of 1974 which was designed to protect the privacy of education records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Dean of College and the Registrar's Office. The policy is also printed in the Student Handbook.

Academic Programs

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS - Catawba College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097; or call 404-679-4500 for questions about the accreditation of Catawba College.

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

The College also holds membership in the following professional associations:

- Association of American Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Association of Independent Liberal Arts Colleges for Teacher Education
- Council of Independent Colleges
- National Association of Independent Colleges and Universities
- National Collegiate Honors Council
- North Carolina Association of Colleges and Universities
- North Carolina Independent Colleges and Universities

CATAWBA COLLEGE CENTER FOR THE ENVIRONMENT - Catawba College launched the Center for the Environment in 1996 to educate students and the public about environmental stewardship and sustainability. It involves students, faculty and staff and its many partners and volunteers in programs and activities that promote sustainable solutions at the college, in the community, the region and beyond.

The Center has become increasingly involved in the area in environmental matters and often lends its leadership and its expertise on issues ranging from air and water quality to land preservation and sustainable development.

The building that houses the Center, which was completed in 2000, epitomizes the mission of the Center and serves as a model for green building practices. The structure has been called "a three-dimensional incarnation of the Center's sustainable curriculum and initiatives – a dynamic teaching tool as well as an environmentally sound project."

Academic Programs

THE LILLY CENTER FOR VOCATION AND VALUES - Catawba College was founded for the purpose of preparing young men for the Christian ministry. Although that purpose has been greatly expanded through the years, the mission of serving the Church by encouraging people to consider the vocation of ministry and providing preparation for that vocation has continued to be an integral part of the work of the College. With funding provided by the Lilly Endowment and as a part of the Endowment's emphasis upon the theological exploration of vocation, the Lilly Center at Catawba is facilitating a program titled "You Can Make A Difference." This program will utilize 37 initiatives to encourage all members of the College community to engage in deliberations regarding vocation, moral discourse and community service. The initiatives include curricular programming, lectures, retreats, opportunities for service to others and a scholarship program for students actively engaged in an exploration of the vocation of Christian ministry.

THE GLENN AND ADDIE KETNER CENTER FOR INTERNATIONAL STUDIES - Catawba College is committed to preparing its graduates for participation in an increasingly global culture and economy. The Glenn and Addie Ketner Center for International Studies promotes the "internationalization" of the Catawba campus through a number of initiatives, including speakers, seminars, and other special programs designed to enhance awareness of foreign history and culture.

The primary goal of the Center, however, is to provide opportunities for Catawba students to broaden their international experience and understanding through foreign study programs. The Center administers a scholarship program that provides need-based financial assistance for students participating in any approved foreign study program.

ORIENTATION AND ADVISING - As a means of easing the transition to College life, Catawba College requires all first-time freshmen and transfer students to participate in an orientation session prior to the semester in which they first enroll. First-time freshman and transfer students with fewer than 18 semester hours earned will enroll their first semester in First Year Seminar (GENED 1200), a three semester-hour course designed as an introduction to the liberal arts and the skills necessary to succeed in college. The seminar professor will serve as the student's academic advisor throughout the first semester. At the time the student declares a major, a Major Advisor is assigned to assist the student in scheduling courses required for the major and in meeting all the requirements for graduation.

GOALS OF THE CURRICULUM -

Catawba students receive a liberal education defined by a broad range of knowledge, intellectual and practical skills, individual and social responsibility, and integration of learning. These qualities are developed and fostered in all academic programs, from the freshman through the senior years, and are designed to prepare graduates for the demands and challenges of personal and professional life.

LEARNING OUTCOMES FOR THE GENERAL EDUCATION PROGRAM

FIRST YEAR SEMINAR

Students will develop an intellectual foundation for their college studies by engaging in rigorous, in-depth study of a topic from more than one academic perspective. This seminar also introduces students to essential learning and thinking skills.

1. Students will use more than one academic perspective to demonstrate content knowledge.
2. Students will demonstrate effective use of active reading strategies.
3. Students will demonstrate effective use of active listening strategies.
4. Students will be able to summarize course content in writing.
5. Students will be able to analyze and interpret course content in writing.
6. Students will be able to engage in critical dialogue about the course content.

FIRST YEAR WRITING

The First Year Writing course will help students to communicate effectively at a college level.

1. Students will use basic rhetorical concepts - audience, purpose, genre, style, occasion or exigency - as reading and writing tools.
2. Students will summarize and analyze individual texts.
3. Students will synthesize multiple texts.
4. Students will evaluate information found using bibliographic tools.
5. Students will use drafting and revision as effective writing practices.
6. Students will produce standard edited American English.

QUANTITATIVE LITERACY

Courses in this area will help students to think and communicate quantitatively and mathematically at a college level.

1. Students will apply mathematical methods to draw inferences from a mathematical model of real-world phenomena.
2. Students will create a mathematical model from an informal description of real-world phenomena.
3. Students will communicate mathematical ideas clearly and concisely.

Academic Programs

SECOND YEAR WRITING

Courses in this area will study argumentation in both civic and academic contexts, and students will improve their writing by analyzing published texts and producing their own arguments.

1. Students will analyze and evaluate arguments.
2. Students will compose different types of arguments.
3. Students will integrate reasons and evidence derived from various sources.
4. Students will use drafting and revision as effective writing practices.
5. Students will produce standard edited American English.

FINE ARTS

Upon completion of the general education requirements in the Fine arts, the students will be able to:

1. actively engage in experiences in the arts as a spectator and/or participant;
2. reflect upon their experiences in the arts;
3. understand the role of the arts within varied historical, cultural, artistic, social, religious, and/or political contexts.

WELLNESS ACTIVITY & LITERACY

Courses in this area will help students to obtain, process, and understand basic health information and develop an understanding for and ability in a lifetime sport.

1. Students will participate in physical activities that promote health-related components of physical fitness and wellbeing and provide for long-term participation potential.
2. Students will be able to explain the need for a lifetime commitment to physical well-being.

FOREIGN LANGUAGE LITERACY

Courses in this area will help students to gain college level advanced elementary proficiency in speaking, understanding, reading, and writing a foreign language.

1. Students will acquire a core vocabulary sufficient to permit basic instructions with native speakers of the target language.
2. Students will acquire grammatical mastery sufficient to permit basic interactions with native speakers of the target language.

HUMANITIES

The humanities are those fields that study the ways people (as individuals and as cultures) discover meaning and value through written, visual, aural, and other symbolic forms. The humanities concentrate on language as an essential component of human experience and focus especially on the intellectual work of analysis, interpretation, and persuasion as they explore the ideas, artistic creations, history, and logic of human life.

Upon completing the general education requirement in the humanities, students will be able to:

1. demonstrate an understanding of language as a means of describing and shaping human experience;
2. demonstrate the ability to analyze or interpret texts and cultural objects;
3. demonstrate the ability to use argument or persuasion;
4. demonstrate an understanding of the content of specific areas of the humanities such as history, literature, the arts, philosophy, religion, language, or logic.

NATURAL SCIENCE

Students completing general education courses in the natural sciences will learn about the natural universe, the practice and application of science, and the consequences and responsibilities of living in a scientific age.

Upon completion of the general education requirement in the sciences, the students will be able to:

1. demonstrate the acquisition of significant information about the natural universe, including knowledge of major theories and concepts from one or more branches of science;
2. demonstrate a basic understanding of science as a dynamic and distinctive process for acquiring knowledge;
3. explain the application of scientific concepts to a variety of issues of general importance; and
4. evaluate the social and environmental consequences of new knowledge, technologies, and human activity.

NON-WESTERN PERSPECTIVE

To function effectively in an increasingly global society, students must acquire a global and multicultural perspective on contemporary human life. They need to understand the nature of cultural differences, particularly between the West and Non-Western worlds.

Upon completion of the general education requirements in the Non-Western Perspective, the students will be able to demonstrate an understanding of non-Western culture(s).

SOCIAL AND BEHAVIORAL SCIENCE

The Social and Behavioral Sciences are empirically-based disciplines that seek to understand those factors that influence human behavior.

Academic Programs

ior, and resulting consequences, by following scientific methodologies. The educational programs offered focus on conditions that impact individual, group and societal development. One dimension of these programs is service to the general education of Catawba students through courses that present basic information for understanding behavior, social, and political organization.

Students completing the general education requirements will receive information in the discipline broadly rather than in a specifically-focused, in-depth manner.

Upon completing general education courses in the social and behavioral sciences, the students will be able to:

- 1 demonstrate that they understand the basic information of a social and behavioral science discipline;
2. discuss the methods used by social and behavioral sciences in the study of human behavior;
3. recognize different approaches used by a social and behavioral science discipline to gain an understanding of human behavior
- 4 distinguish between the social and behavioral science perspective and other points of view in understanding human behavior.

GENERAL EDUCATION REQUIREMENTS:

B.A., B.S., B.F.A. DEGREES

- (1) First-Year Seminar (3 semester hours: GENED 1200). First Year Seminar is required of all first-time students, transfers and re-entering students with fewer than 18 hours earned;
- (2) ENGLISH 1103 and 2111 (6 semester hours) Based on placement scores, students may be required to complete ENGLISH 1101 prior to enrolling in ENGLISH 1103;
- (3) Foreign Language Literacy through the Intermediate level (0-9 semester hours, depending on placement);
- (4) *Quantitative Literacy (4-6 semester hours);
- (5) *Fine Arts (6 semester hours in different disciplines selected from ART, COMMUNICATION ARTS, DANCE, MUSIC, THEATRE ARTS);
- (6) *Humanities -- 9 semester hours in at least two different disciplines selected from ENGLISH, FRENCH, GERMAN, HISTORY, HONORS, HUMANITIES, RELIGION, PHILOSOPHY, SPANISH;
- (7) *Natural Sciences (7 semester hours selected from BIOLOGY, CHEMISTRY, ENVIRONMENTAL SCIENCE, PHYSICS);
- (8) Social and Behavioral Sciences (6 semester hours in different disciplines selected from ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY);
- (9) *Non-Western Perspective (3 semester hours);
- (10) Wellness Literacy (1 semester hour: PER 1101 required of all students).

B.A.E., B.B.A. EVENING DEGREE PROGRAM

- (1) ENGLISH 1103 and 2111 (6 semester hours);
- (2) Quantitative Literacy (4-6 semester hours);
- (3) Fine Arts (6 semester hours selected from ART, COMMUNICATION ARTS, DANCE, MUSIC, THEATRE ARTS);
- (4) Humanities (9 semester hours selected from ENGLISH, FRENCH, GERMAN, HISTORY, HONORS, HUMANITIES, RELIGION, PHILOSOPHY, SPANISH);
- (5) Natural Sciences (6 semester hours selected from BIOLOGY, CHEMISTRY, ENVIRONMENTAL SCIENCE, PHYSICS);
- (6) Social and Behavioral Sciences (6 semester hours selected from ECONOMICS, POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY);
- (7) World Cultures (6 semester hours).

THE MAJOR - Catawba College grants the **Bachelor of Arts** degree in the major fields of study listed below as well as in approved interdisciplinary majors:

| | | |
|--|-----------------------------|----------------------------------|
| Administration of Justice | Environmental Education | Religion & Philosophy |
| Biology | Environmental Studies | concentrations in Theology & |
| Chemistry | History | Philosophy, Christian Education, |
| Communication Arts | Literature | Outdoor Ministries |
| Economics & Finance | Mathematics | Sociology |
| Education | Music | Special Education |
| Elementary K-6 | concentrations in Music | Spanish |
| Middle School 6-9 | Business, Music Education, | Theatre Arts |
| specialization in Language Arts, | Music Performance, Popular | Theatre Education |
| Mathematics, Social Studies, Science | Music, Sacred Music | Writing |
| Special Education | Musical Theatre | |
| concentrations in Elementary, Middle & | Politics | |
| High School Language Arts, Middle & | emphases in:Pre-Law, Public | |
| High School Mathematics, Middle & | Administration | |
| High School Science, Middle & High | Psychology | |
| School Social Studies | | |

Academic Programs

Catawba College grants the **Bachelor of Fine Arts** degree in:

Musical Theatre
Theatre Arts

Catawba College grants the **Bachelor of Science** degree in the major fields of:

| | | |
|---|-----------------------|------------------------------------|
| Athletic Training | Chemistry | Recreation |
| Biology | Environmental Science | Sports Management |
| Business Administration | Exercise Science | Sustainable Business and Community |
| (concentrations in Accounting, Economics, | Mathematics | Development |
| General Management, Information Systems, | Medical Technology | Theatre Arts Administration |
| Marketing) | Physical Education | Therapeutic Recreation |

Catawba College grants the **Bachelor of Arts in Education** in Birth-Kindergarten Education and the **Bachelor of Business Administration** degree through the Evening Undergraduate Program.

A student normally declares a major field of study during the registration period for the second semester of the freshman year. Any subsequent changes in major must be declared to the Registrar of the College.

The requirements for each of the majors listed above are outlined in detail under the catalog heading for the Area or Department which administers the respective program. Each major is designed to enable a student to develop competence in a specific academic field of interest. The majors build on the knowledge and skills developed in the Core courses required of all students.

The academic major requires thirty to sixty semester hours, depending on the field. A department may not prescribe fewer than 30 semester hours nor more than 60 semester hours for the satisfaction of its major requirements. Courses used to fulfill requirements in a student's major may be used to meet requirements in a minor as well. There are no restrictions on electives, other than prerequisites, that a student may choose to support his or her major. This 30 to 60 semester hours range is interpreted to mean all requirements (both within and outside the department) for a stated major.

A student must complete the minimum requirements in the major with an average of at least 2.00 and not more than four semester hours of "D" to count towards the major requirements. At least 50% of the work in the major must be completed at Catawba College.

There are three basic types of majors:

- (1) the majors in departments (listed above);
- (2) the major constructed around two or more disciplines on an interdisciplinary basis (for example, Psychology and Religion, Literature and Drama, History and Political Science); and
- (3) the major which focuses on a particular interest that combines various disciplines as they relate to that interest (for example, "Nineteenth Century Europe," which would bring together History, Political Thought, Philosophy, Drama, etc., for "Contemporary France," which would bring together the language, literature, political and philosophical thought, etc.).

All individualized majors (types 2 and 3) require the appointment of a major advisor and approval of the program of study by the Curriculum Committee. The form for requesting approval of a proposed individualized major can be obtained from the Registrar's office. Individualized majors are not offered in the Evening Undergraduate Program.

THE MINOR - To complement a major or to develop a competence in a second area of interest, the Catawba student may choose to acquire a minor field of study.

Eighteen to twenty semester hours of course work are required for a minor, depending on the field of study. Courses used to fulfill requirements in a student's major may be used to meet requirements in a minor as well. In addition, students must achieve a minimum 2.00 cumulative grade point average in their minor with no more than one "D" grade on courses taken for the minor. At least 50% of the work in the minor must be completed at Catawba College. The student must declare for a minor through the Registrar.

In addition to the fields in which majors are offered, Catawba offers minors in the following fields: Athletic Coaching, Creative Writing, Dance, Economics, Marketing, Secondary/Special Subjects Education and Studio Art.

Requirements for specific minors are listed under the headings for departments offering these programs. The student should consult with the department chairman regarding the specific requirements.

An individualized minor may be constructed around a particular interest that may combine various disciplines. Individualized minors require the approval of the major advisor as well as approval of the program of study by the Curriculum Committee. No more than half of the individualized minor can be completed before declaration of the individualized minor. The form for requesting approval of a proposed individualized minor can be obtained from the Registrar's Office.

Minors are not available in the B.B.A. and B.A.E. degree program.

Academic Programs

CERTIFICATION, LICENSURE AND PRE-PROFESSIONAL FIELDS - Certain majors and minors lead to professional certification and licensure in specific fields. For example, students with majors or minors in the field of Education may secure the professional courses necessary for initial licensure as awarded by the North Carolina State Department of Public Instruction (NCDPI). Programs approved for licensure in Secondary Education (9-12) at Catawba College are Biology, Chemistry, English, Mathematics, Comprehensive Science and Comprehensive Social Studies. Programs approved for licensure in Special Subject Areas (K-12) are Health and Physical Education, Music, Spanish Education and Theatre Education. Requirements for licensure in these fields as well as Elementary Education, Middle Grades Education, and Special Education: General Curriculum are outlined in detail under the heading for the Department of Teacher Education. The Department also offers a program leading to add-on licensure in Reading.

The Athletic Training Education Program prepares students to be eligible for certification by the Board of Certification.

Students seeking to meet professional certification requirements in any field should consult with the Department Chair early in their program to ascertain that they are meeting all requirements.

Similarly, advice regarding preparation for the professions of law, medicine, and other specialties should be sought directly from the student's first year advisor who will put the student in contact with the person on campus best equipped to advise him or her in the specific field. Prospective students seeking information on these fields should contact the Dean of the College.

ELECTIVES - The number of elective courses which a student may choose varies from field to field, but there are two basic methods of earning elective credit.

- (1) Any scheduled academic course or independent study may be chosen as an elective, if prerequisites are satisfied; and
- (2) The preparation of a thesis in the specialization field may serve as an elective course. Interested students should contact their departmental chairman to plan for this work. If the faculty committee judges the work acceptable, the student will earn hour credit with grade; hour credit, grade, and departmental honors will be granted if the work is of superior quality.

GRADUATION REQUIREMENTS

The awarding of the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees from Catawba College requires the following:

- (1) completing the General Education requirements;
- (2) completing the minimum requirements in the major with an average of at least 2.00 and not more than four semester hours of "D" to count toward the major requirements (at least 50% of the work in the major must be completed at Catawba College);
- (3) passing a minimum of 124 semester hours with a cumulative average of not less than 2.00 on all work attempted at Catawba College;
- (4) completing a minimum of 45 semester hours at the intermediate or advanced level;
- (5) earning the final 30 semester hours in courses offered by or through Catawba College – either in courses on the Catawba campus, cooperative programs, or Catawba-approved or sponsored off-campus work (e.g. student teaching or practicum).

The awarding of the Bachelor of Arts in Education and Bachelor of Business Administration degrees from Catawba College requires the following:

- (1) completing the General Education requirements;
- (2) completing the minimum requirements in the major with an average of at least 2.00 and not more than four semester hours of "D" to count toward the major requirements (at least 50% of the work in the major must be completed at Catawba College);
- (3) passing a minimum of 120 semester hours with a cumulative average of not less than 2.00 on all work attempted at Catawba College;
- (4) completing a minimum of 45 semester hours at the intermediate or advanced level;
- (5) earning the final 30 semester hours in courses offered by or through Catawba College – either in courses on the Catawba campus, cooperative programs, or Catawba-approved or sponsored off-campus work (e.g. student teaching or practicum).

Catawba students who have earned one undergraduate degree (e.g., a B.A.) may earn a different degree (e.g., a B.S. or a B.B.A.) by completing an additional thirty semester hours in residence at Catawba College and meeting all Core and major requirements for the second degree.

A declaration of intent to graduate must be filed in the Registrar's Office by the announced filing deadline. The Registrar certifies the completion of all graduation requirements.

A senior student anticipating graduation at the end of a particular semester who does not complete all work by the time senior grades are due must reapply for graduation at a later date and assume the financial responsibility involved therein.

No student is allowed to participate in Commencement who has not fully met all requirements prior to the Commencement exercise. Catawba College holds graduation ceremonies once a year in May. Students who do not satisfy all requirements prior to Commencement may participate in the next Commencement exercises the following May. Students' permanent records (transcripts) will note the date of completion of all requirements, e.g., May, August, or December; but diplomas will be dated in the year in which the student is entitled to participate in Commencement.

General Education

The diplomas of students who complete their degree requirements during the summer or the fall terms will be dated and issued the following May. Students' permanent records (transcripts) will note the date of completion of all requirements (May, August, or December) until the degree is conferred, at which time the conferral date only will be noted.

HONORS - Students may achieve three types of academic honors at Catawba.

Seniors who meet the requirements of the faculty in quality of work will be graduated CUM LAUDE (3.5-3.69 grade point average), MAGNA CUM LAUDE (3.70-3.89 grade point average), or SUMMA CUM LAUDE (3.90-4.00 grade point average).

Any student who, under the direction of the appropriate department, prepares a thesis of superior quality in his/her field of specialization can be graduated with departmental honors upon the recommendation of said department.

College Honors can be attained by participation in the College Honors Program (See under "Other Academic Units").

General Education Courses

| | HOURS |
|---|------------------|
| 1102 TOPICS | <i>1-3 hours</i> |
| A study of selected topics within a format designed to enhance the first-year student experience. | |
| 1120 INFORMATION RESEARCH METHODS | <i>1 hour</i> |
| An introduction to library services and electronic access of information. (Offered only in Evening and Graduate Studies). | |
| 1130 FUNDAMENTAL CONCEPTS OF INFORMATION AND COMPUTER TECHNOLOGY | <i>3 hours</i> |
| A comprehensive introduction to information systems, providing students a broad foundation in information and computing technology, to include hardware and software concepts and terminology, the impact of computers on society, ethics and technology, electronic research, and electronic communication. Students use current operating systems and applications software to access and manipulate information and solve problems. (Offered only in Evening and Graduate Studies.) | |
| 1200 FIRST-YEAR SEMINAR | <i>3 hours</i> |
| An introduction to the liberal arts and to the skills necessary to succeed in college. | |
| 2100 FIRST-YEAR SEMINAR FELLOWSHIP | <i>2 hours</i> |
| Under the direct supervision of a faculty member, a fellow will help first-year students make a healthy transition to college life, both academically and socially. Students must have approval of the instructor and coordinator of the First-Year Seminar. (May be taken twice toward graduation. Cannot be used toward General Education requirements or major.) Prerequisite: 1200 First-Year Seminar; sophomore, junior or senior status; a 3.0 or higher grade point average. (S-U grading) | |
| 3000 TOPICS | <i>3 hours</i> |
| An intensive investigation of a topic or topics involving the interactions among the sciences, technology, society and the individual. | |
| HUMANITIES Courses | |
| 2000 TOPICS IN HUMANITIES | <i>3 hours</i> |
| A study of a topic selected by the division focusing on particular interests within the discipline. | |
| 4101-4109 SEMINAR | <i>3 hours</i> |
| Reading, discussion, independent research and oral and written reports on a topic selected by the Division. Not open to Freshmen. | |

Pre-Medicine and Pre-Health Professions

Pre-Medical Program - The Pre-Med Program is designed to fulfill the requirements of a major course of study while preparing the student for entrance into medical, dental or veterinary school.

The student applying to medical, dental or veterinary school should present a strong foundation in the natural sciences, as well as a liberal education in the social sciences and humanities. It is not required that a student major in science; however, there are a minimum number of science courses which must be completed: Molecules and Cells, Structure and Function of Organisms, General Chemistry I & II, Organic Chemistry I & II, and General Physics I & II. In addition, the following courses are strongly recommended: General Psychology, Analytical Chemistry, Genetics, Cell Biology, Animal Physiology, Biochemistry, Microbiology and Immunology, Comparative Vertebrate Anatomy, and Introduction to Statistics. (Animal Parasitology would be recommended for Veterinary School). Selection of courses should be done in consultation with the Pre-Med Committee. Most Pre-Med students at Catawba College major in either Biology or Chemistry. The sequence of courses in these departments should include the required and recommended courses for admission into medical, dental, or veterinary school.

The process outlined below should be followed by students who plan to attend medical, dental, or veterinary school.

(1) The student registers with the Pre-Medical Committee. The student is interviewed by a committee member at that time and is advised of the basic requirements for entrance into medical, dental or veterinary school, and of the program at Catawba College.

(2) Students are encouraged to meet with the Pre-Medical committee member each semester in order that the student's progress may be monitored.

(3) The student takes the Medical College Admission Test (MCAT), Graduate Record Exam (GRE) (Veterinary Medicine), or the Dental Aptitude Test (DAT) during the Spring Semester of his/her junior year.

(4) The Committee interviews the student late in the Spring Semester of his/her junior year and prepares a committee letter of recommendation.

(5) The student applies to medical, dental or veterinary schools during the summer before his/her senior year.

Allied Health Professions Program - The Allied Health Professions Program is designed to fulfill the requirements of a major course of study while preparing the student for entrance into various colleges of health-related professions and colleges of basic medical sciences.

Guidance is given to students interested in applying to professional and graduate programs in the fields of optometry, podiatry, osteopathy, medical technology*, physical therapy, dental hygiene, physician's assistant, health administration, pharmacology, and public health, as well as many others.

**Catawba College has an articulation agreement with the Wake Forest University School of Medicine for students planning to enter Medical Technology.*

Admission tests such as the Allied Health Admission Test, the Optometry College Admission Test (OCAT), or the Pharmacy College Admission Test (PCAT) are usually taken during the spring semester of the junior year. Required courses for admission vary with each discipline; therefore, the student's course of study should be constructed in consultation with the Pre-Med Committee. Generally recommended courses include Genetics, Microbiology, Cell Biology, Animal Physiology and Comparative Anatomy or Human Anatomy and Physiology, two years of Chemistry including Organic Chemistry, and one year of Mathematics including Statistics.

As soon as a student decides upon his/her interest in Pre-Medical or Allied Health Profession studies, he/she should contact the chairperson of the Pre-Med Committee. The Pre-Med Committee advises the student, supplies information, conducts interviews of potential applicants, and forwards recommendations to the professional or graduate schools on behalf of the qualified students.

Pre-Medical Committee: J. Beard, Ph.D.; C.A. Miderski, Ph.D.; C. Rogers-Lowery, Ph.D, *Chair.*; Margaret Stahr, Ph.D., and Robin Perry, Director of Career Services, *ex officio.*

The Ralph W. Ketner School of Business

The Ketner School of Business is named in honor of Ralph W. Ketner of Salisbury, N.C. Mr. Ketner is the Chairman Emeritus of the Board and Co-Founder of Food Lion, Inc. He also serves as a member of the Catawba College Board of Trustees.

The mission of the business school is to prepare traditional and nontraditional students for successful personal, business, and professional careers by blending a strong foundation in the liberal arts with the highest quality business education and to build upon the College's Judeo-Christian values by providing an environment where students can develop into business and professional leaders of the highest moral character.

The Department of Business & Economics offers a B.S. in Business Administration and a B.A. in Economics & Finance. The B.S. in Business Administration offers five concentrations: Accounting, Economics, General Management, Information Systems, and Marketing. The Department of Business & Economics also offers minors in the following areas: Accounting, Business Administration (for non-majors only), Economics, Information Systems, and Marketing. The Department of Communication Arts offers a B.A. in Communication Arts and a Minor in Communication Arts.

In the School of Evening and Graduate Studies, the Department offers the B.B.A. in Business Administration with concentrations in Business Management and Information Systems.

The Ketner School of Business also participates in the interdisciplinary B.S. in Sustainable Business and Community Development with the Environmental Science Program. Other business related programs on campus may be found in Music, Theatre Arts, and Physical Education.

Dean: Pamela L. Thompson, Ph. D.

Department of Business & Economics

Professors: Hiatt

Associate Professors: Green; Hake, *Chair*; Slate; Thompson

Assistant Professor: Spencer

Instructor: Hrinsin, J. Sullivan

Lecturers: Anderson, Bowe, McDowell-Davis

BUSINESS ADMINISTRATION MAJOR (B.S. Degree)

| | <i>Hours</i> |
|--|--------------|
| ACC 1901,1902 Principles of Accounting I,II..... | 6 |
| ECON 1901,1902 Principles of Economics I,II..... | 6 |
| ECON 2101 Business and Economic Statistics OR MGT 1902 Quantitative Methods..... | 3 |
| FIN 2535 Managerial Finance..... | 3 |
| IS 2501 Management Information Systems..... | 3 |
| MGT 2453 or 2454 Business Law I or II..... | 3 |
| MGT 2501 Principles of Management..... | 3 |
| MGT 2563 Operations Management..... | 3 |
| MGT 2566 Business Ethics..... | 3 |
| MGT 3990 Strategic Management..... | 3 |
| MGT 4401 Experiential Business Learning..... | 3 |
| MKT 2501 Principles of Marketing..... | 3 |
| | Total 42 |

AREAS OF CONCENTRATION

| | |
|---|----------|
| Selected from..... | 18 |
| Accounting, Economics, General Management, Information Systems, Marketing | |
| | Total 60 |

Accounting Concentration

| | |
|--|----------|
| ACC 2501, 2502, Intermediate Accounting I, II..... | 6 |
| ACC 2701 Managerial-Cost Accounting..... | 3 |
| ACC 2801 Accounting Info Systems & Controls..... | 3 |
| ACC 3521 Taxation Accounting..... | 3 |
| ACC 3701 Auditing..... | 3 |
| | Total 18 |

Economics Concentration

| | |
|---|----------|
| ECON 2401 Comparative Economic Systems..... | 3 |
| ECON 2901 Money and Banking..... | 3 |
| ECON 3401 Environmental Economics..... | 3 |
| ECON 3901 International Economics..... | 3 |
| Electives in Business at 2000 level or above..... | 6 |
| | Total 18 |

School of Business - Department of Business & Economics

General Management Concentration

| | |
|--|----------|
| MGT 2562 Human Resource Management | 3 |
| MGT 2564 Motivation and Leadership..... | 3 |
| MGT 2565 Organizational Behavior | 3 |
| MGT 2902 International Business..... | 3 |
| Electives in Business at 2000 level or above | 6 |
| | Total 18 |

Information Systems Concentration

| | |
|---|----------|
| IS 1503 Introduction to Data and Programming Structures | 3 |
| IS 2505 Application Program Development OR IS 2550 Object-Oriented Design and Programming..... | 3 |
| IS 3510 Database Development | 3 |
| IS 3512 Networking and Telecommunications | 3 |
| IS 3414 Electronic Commerce | 3 |
| IS elective 2000 level or above | 3 |
| | Total 18 |

Marketing Concentration

| | |
|--|----------|
| MKT 2502 Consumer Behavior | 3 |
| MKT 2503 Advertising | 3 |
| MKT 3120 Sales Management | 3 |
| MKT 3502 Marketing Research | 3 |
| MKT 3990 Strategic Marketing | 3 |
| Electives in Business at 2000 level or above | 3 |
| | Total 18 |

ECONOMICS AND FINANCE MAJOR (B.A. Degree)

| | |
|--|----------|
| ACC 1901, 1902 Principles of Accounting I, II | 6 |
| ECON 1901, 1902 Principles of Economics I, II | 6 |
| ECON 2101 Business and Economics Statistics..... | 3 |
| ECON 2901 Money and Banking | 3 |
| ECON 3901 International Economics..... | 3 |
| ECON 4101 or ECON 4301 Seminar or Independent Study | 3 |
| FIN 2535 Managerial Finance..... | 3 |
| FIN 3402 Capital Markets..... | 3 |
| IS 2300 Productivity with Information Systems Technology | 3 |
| ECON or FIN elective at 2000-level or above | 9 |
| | Total 42 |

MINORS IN BUSINESS

The minor in Business Administration is offered only to students majoring in disciplines other than Business Administration. Minors in Accounting, Economics, Information Systems, and Marketing are offered for majors in all disciplines. Approval should be obtained from both a major advisor and a Business School advisor.

ACCOUNTING Minor

| | |
|---|----------|
| ACC 1901, 1902 Principles of Accounting I, II | 6 |
| ACC 2501, 2502 Intermediate Accounting I, II | 6 |
| ACC 2701 Managerial–Cost Accounting | 3 |
| ACC 3521 Taxation Accounting | 3 |
| | Total 18 |

BUSINESS ADMINISTRATION Minor

| | |
|---|----------|
| ACC 1901 Principles of Accounting I | 3 |
| ECON 1901 Principles of Economics I | 3 |
| FIN 2535 Managerial Finance..... | 3 |
| MGT 2501 Principles of Management | 3 |
| MKT 2501 Principles of Marketing | 3 |
| Elective in Business at 2000 level or above | 3 |
| | Total 18 |

ECONOMICS Minor

| | |
|---|----|
| ECON 1901, 1902 Principles of Economics I, II | 6 |
| Four Electives chosen from: | 12 |
| ECON 2101 Business and Economic Statistics | |
| ECON 2401 Comparative Economic Systems | |

School of Business - Department of Business & Economics

ECON 2901 Money and Banking
 ECON 3101 Intermediate Macroeconomics
 ECON 3201 Intermediate Microeconomics
 ECON 3401 Environmental Economics
 ECON 3901 International Economics
 ECON 4301 Independent Study in Economics

Total 18

INFORMATION SYSTEMS Minor

IS 1503 Introduction to Data and Programming Structures3
 IS 2501 Management Information Systems3
 IS 2505 Application Program Development OR IS 2550 Object-Oriented Design and Programming3
 IS 3510 Database Development3
 IS 3514 Electronic Commerce3
 IS elective 2000 level or above3
 Total 18

MARKETING Minor

MGT 1902 Quantitative Methods3
 MKT 2501 Principles of Marketing3
 MKT 2502 Consumer Behavior3
 MKT 2503 Advertising3
 MKT 3120 Sales Management3
 MKT 3502 Marketing Research3
 Total 18

ACCOUNTING Courses

ACC 1901 PRINCIPLES OF ACCOUNTING I

3 hours

A study of the accounting principles with emphasis on the use and analysis of financial information for decision-making purposes.

ACC 1902 PRINCIPLES OF ACCOUNTING II

3 hours

A continuation of the study of accounting principles from a user's perspective with an introduction to the internal information needs of management. Prerequisite: ACC 1901.

ACC 2501 INTERMEDIATE ACCOUNTING I

3 hours

An introduction to the basic accounting process and a study of the theory and valuation of working capital accounts. Prerequisite: ACC 1902 or junior standing.

ACC 2502 INTERMEDIATE ACCOUNTING II

3 hours

A study of the theory and valuation of non-current assets, long-term liabilities, and stockholder's equity. Prerequisite: ACC 2501.

ACC 2701 MANAGERIAL-COST ACCOUNTING

3 hours

A study of cost concepts emphasizing job order and process costing, standard costing, direct costing, operating budgets and differential analysis. Prerequisite: ACC 1901.

ACC 2801 ACCOUNTING INFORMATION SYSTEMS AND CONTROLS

3 hours

A study of manual and computerized information systems, emphasizing design and organization of a system; information flows; accounting, financial and management controls. Prerequisite: ACC 1901.

ACC 3521 TAXATION ACCOUNTING

3 hours

A study of the concepts of federal income tax laws and their applications to individual taxpayers and business entities. Prerequisite: ACC 1902.

ACC 3601 ADVANCED ACCOUNTING

3 hours

A study of the accounting issues and reporting requirements relating to partnerships, consolidations, foreign currency, and not-for-profit entities.

ACC 3701 AUDITING

3 hours

Fundamentals of auditing procedures and objectives with emphasis on audit reports, internal control, working papers, examination of auditing records, impact of computers on auditing procedures and professional ethics. Prerequisite: ACC 2501 and Junior standing.

ACC 4401 INTERNSHIP IN ACCOUNTING

1-6 hours

An application of theory and methods of specific areas of accounting in a supervised field experience. Prerequisite: permission of Instructor.

ECONOMICS Courses**ECON 1901 PRINCIPLES OF ECONOMICS I***3 hours*

A study in the foundations of economic analysis, national income accounting, economic growth, and the public sector, with emphasis on macroeconomics.

ECON 1902 PRINCIPLES OF ECONOMICS II*3 hours*

A study of markets, the price systems and allocation of resources, distribution of income, international economy, and perspectives on economic change, with emphasis on microeconomics.

ECON 2000 TOPICS IN ECONOMICS*3 hours*

An investigation of a selected topic of major importance in the field of economics.

ECON 2101 BUSINESS AND ECONOMIC STATISTICS*3 hours*

A study of statistical techniques in business and economics, including collection and presentation of business and economic data, measures of control tendencies, dispersion, index numbers, probability, sampling distributions and test of hypotheses. Prerequisite: completion of the Mathematics General Education Requirement (MATH 1132 is highly recommended).

ECON 2105 ECONOMIC DEVELOPMENT*3 hours*

A survey of third world regions and countries, their economic growth and development. (Offered only in Evening and Graduate Studies.) Prerequisite: ECON 1903E.

ECON 2401 COMPARATIVE ECONOMICS SYSTEMS*3 hours*

A study of contemporary economic systems, including capitalism, socialism, and mixed economies. Theoretical foundations of capitalism and socialism are considered, as are actual institutions found in contemporary economies.

ECON 2901 MONEY AND BANKING*3 hours*

A survey of the monetary and banking systems of the United States, to include problems of money and prices, organization and functioning of commercial banking and the Federal Reserve System, monetary standards, monetary policy, and credit control. Prerequisite: ECON 1901-1902.

ECON 3101 INTERMEDIATE MACROECONOMIC THEORY*3 hours*

A study of the theories of determination, fluctuation, and distribution of national income, with emphasis on employment, money supply, interest rates, price level, and public policy. Prerequisite: ECON 1901 & 1902.

ECON 3201 INTERMEDIATE MICROECONOMIC THEORY*3 hours*

A study of the theory of firms, to include choice and demand, production and supply, perfect and imperfect competition, and pricing the factors of production. Prerequisites: ECON 1901-1902.

ECON 3401 ENVIRONMENTAL ECONOMICS*3 hours*

An examination of decision-making approaches to environmental resources with emphasis placed on the welfare analysis technique utilized in economics. The topic is presented in light of the economic theories of public goods, market failures, externalities, and economic value. Cost-benefit analysis is incorporated into the study as are alternative methods for valuing environmental resources and human welfare. Prerequisite: ECON 1902.

ECON 3901 INTERNATIONAL ECONOMICS*3 hours*

A comprehensive analysis of the forces determining international trade, finance, and commercial policy. Prerequisite: ECON 1901-1902.

ECON 4101 SEMINAR IN ECONOMICS*1-3 hours*

A course designed to afford the student with a minor or a concentration in Economics an opportunity to study an area that is not fully covered in a standard economics course. This is a seminar-style course that requires independent reading, presentations, and open class discussion. Prerequisites: ECON 1901-1902 and permissions of Instructor.

ECON 4301 INDEPENDENT STUDY IN ECONOMICS*1-3 hours*

A self-directed study following a contractual plan initiated by the student and accepted by the staff. Prerequisites: ECON 1901 and 1902.

FINANCE Courses**FIN 1137 PRACTICAL FINANCE***3 hours*

A study of the basic concepts of accounting and finance to include financial statements, investing, insurance, real estate, and other topics. Not intended for business majors.

FIN 2535 MANAGERIAL FINANCE*3 hours*

A study of financial management for business firms to include financing and investing decisions. Prerequisite: ACC 1901.

School of Business - Department of Business & Economics

FIN 3201 FINANCIAL STATEMENT AND SECURITIES ANALYSIS*3 hours*

A comprehensive analysis of financial statements and securities from an investor's perspective. Prerequisite: FIN 2535.

FIN 3402 CAPITAL MARKETS*3 hours*

A comprehensive study of financial markets and institutions including the organization and structure of markets, government and corporate securities, and derivative securities. Prerequisite: FIN 2535.

FIN 3536 INVESTMENTS*3 hours*

A study of security valuation and portfolio management including the measurement of return and risk, investigation of security markets, asset valuation, and portfolio construction. Prerequisite: FIN 2535.

INFORMATION SYSTEMS Courses**IS 1503 INTRODUCTION TO DATA AND PROGRAMMING STRUCTURES***3 hours*

A study of specific data structures (including arrays, records, stacks, queues, and trees) incorporated into ADTs used in creating IS applications, so students will gain an understanding of defining and measuring events that produce both simple and complex data, and principles, concepts and practices of successful, structured software development.

IS 2300 PRODUCTIVITY WITH IS TECHNOLOGY*3 hours*

A practical study of effective and efficient use of packaged software with emphasis on productivity concepts and how to achieve them through functions and features in computer software.

IS 2501 MANAGEMENT INFORMATION SYSTEMS*3 hours*

A comparison of various sources and uses of information and their interaction: merging of data processing, word processing, and communications for optional management decision making.

IS 2505 APPLICATION PROGRAM DEVELOPMENT*3 hours*

A study of the physical design, programming, testing and implementation of business information system applications using structured and object-oriented design principles.

IS 2512 HARDWARE AND SYSTEMS SOFTWARE*3 hours*

A study of hardware/software technology, including tradeoffs in computer architecture for effective use in a business environment, installation and configuration of system architecture for single, central and networked computing systems, as well as single and multiuser operating systems.

IS 2528 ADVANCED APPLICATIONS PROGRAM DEVELOPMENT*3 hours*

A study of advanced principles of structured and object-oriented programming designed to build an interactive and user-friendly business information system, with a focus on advanced use of a programming language for project development and implementation. Prerequisite: IS 2505.

IS 2550 OBJECT-ORIENTED DESIGN AND PROGRAMMING*4 hours*

A study of object-oriented application development, covering object-oriented analysis, design, and programming using a specific object-oriented language.

IS 3502 INFORMATION SYSTEMS PLANNING*3 hours*

Development of a systematic plan for determining a company's computerized needs; the planning cycle, available hardware and software, acquisition considerations, and the selection and implementation of the system. Prerequisite: IS 2501.

IS 3510 DATA BASE DEVELOPMENT*3 hours*

A study of information systems design and implementation within a database management system environment. Prerequisite: IS 2501.

IS 3512 NETWORKING AND TELECOMMUNICATIONS*3 hours*

Fundamental principles of local-area and wide-area networking, including such topics as network analysis, design, implementation, and management. Prerequisite: IS 2501. .

IS 3514 ELECTRONIC COMMERCE*3 hours*

A study of electronic data interchange and internet technologies for electronic commerce applications. Prerequisite: Prerequisite: IS 2501.

IS 4101 INFORMATION SYSTEMS SEMINAR*1-3 hours*

Reading, discussion, and projects on a topic in Information Systems selected by the department. Prerequisite: Junior or Senior Standing.

School of Business - Department of Business & Economics

IS 4201 PRACTICUM IN INFORMATION SYSTEMS*1-6 hours*

An application of theory and methods of specific areas of information systems in a supervised field experience. Prerequisite: permission of Instructor.

IS 4301 INDEPENDENT STUDY IN INFORMATION SYSTEMS*1-4 hours*

Self-directed study following a contractual plan initiated by the student and accepted by the instructor. Prerequisite: permission of Department Chair.

MANAGEMENT Courses**MGT 1901E COMPARATIVE BUSINESS CULTURES***3 hours*

An examination of social and business customs in selected regions of the world. (Offered only in Evening and Graduate Studies.)

MGT 1902 QUANTITATIVE METHODS*3 hours*

Descriptive and inferential calculations, hypothesis testing, model building, decision trees, forecasting, correlation, simulation, ANOVA, and linear regression.

MGT 2000 TOPICS IN BUSINESS*1-3 hours*

An investigation of a selected topic of major importance in the field of business.

MGT 2451 LEGAL ENVIRONMENT OF BUSINESS*3 hours*

A study of various aspects of policy making, restraints of trade, anti-trust policies, price discrimination, legalized agreement, restrictions of competition, and general influence of government on business.

MGT 2453 BUSINESS LAW I*3 hours*

An introduction to the legal system as it applies to commercial transactions and a study of the substantive law of contracts.

MGT 2454 BUSINESS LAW II*3 hours*

A study of the substantive law of agency, negotiable instruments, property, and business entities.

MGT 2501 PRINCIPLES OF MANAGEMENT*3 hours*

An examination of major concepts, theories and practices in business management, with emphasis on planning, decision-making, basic organizational structures, motivation and leadership styles.

MGT 2562 HUMAN RESOURCE MANAGEMENT*3 hours*

An examination of major concepts, theories and practices in personnel management, with emphasis on job evaluation, selection and placement, employee development, employee relationships and industrial relations.
Prerequisite: MGT 2501.

MGT 2563 OPERATIONS MANAGEMENT*3 hours*

An introduction to the concepts involved in managing the operations and production function. Course will include quantitative approaches to topics such as scheduling. Prerequisites: MGT 1902 OR ECON 2101, MGT 2501.

MGT 2564 MOTIVATION AND LEADERSHIP*3 hours*

A study of the theories of motivation and leadership in relation to management processes. Prerequisite: MGT 2501.

MGT 2565 ORGANIZATIONAL BEHAVIOR*3 hours*

A study of managerial consequences of behavioral concepts such as motivation, communication, leadership, organizational structure, and decision-making, to provide the framework needed for the understanding, prediction and control of human behavior in organizations. Prerequisite: MGT 2501.

MGT 2566 BUSINESS ETHICS*3 hours*

A consideration of the major ethical theories that guide human and business behavior. Topics will include ethical issues in advertising, product safety, pursuit of profits, employee rights, treatment of workers, effects on the environment, use of natural resources, and multi-national operations.

MGT 2601E BUSINESS COMMUNICATIONS*3 hours*

A study of the nature of and problems of individual, interpersonal, and organizational communications in business. Techniques from oral presentation, the writing process, and technology will be developed. (Offered only in Evening and Graduate Studies.)

MGT 2602 MANAGEMENT OF SMALL BUSINESS*3 hours*

An examination of the methods and strategies for successfully managing the growth and transitional stages of an existing small business. Prerequisite: MGT 2501.

School of Business - Department of Communication Arts**MGT 2902 INTERNATIONAL BUSINESS***3 hours*

An introduction to international business with special emphasis on the environmental and cultural issues facing global organizations. Prerequisite: MGT 2501.

MGT 3990 STRATEGIC MANAGEMENT*3 hours*

An integrative capstone course examining the setting of strategic objectives, developing corporate strategies, and translating objectives and strategies into current operational plans. Prerequisites: MKT 2501, FIN 2535, MGT 2501, Senior Standing.

MGT 4201 SEMINAR*3 hours*

Reading, discussion, independent research and written reports on a topic selected by the department. Prerequisite: permission of Instructor.

MGT 4301 INDEPENDENT STUDY IN BUSINESS ADMINISTRATION*1-3 hours*

Self-directed study following a contractual plan initiated by the student and accepted by the staff. Prerequisite: permission of Chair.

MGT 4401 EXPERIENTIAL BUSINESS LEARNING*1-6 hours*

A reality-based, outside-of-the-classroom experience, under the supervision of a faculty member. This experience may include practicum, internship, service learning, study abroad, computer simulation, or other similar approved experience. Prerequisite: Permission of instructor.

MARKETING Courses**MKT 2501 PRINCIPLES OF MARKETING***3 hours*

A study of the marketing environment; marketing, planning and information; market segmentation; buyer behavior; strategies for product distribution, promotion, and pricing; societal issues, service, nonprofit and international marketing.

MKT 2502 CONSUMER BEHAVIOR*3 hours*

A study of factors that influence the decision to purchase a product or service to include both the consumer and industrial sectors. Prerequisite: MKT 2501.

MKT 2503 ADVERTISING*3 hours*

A study of advertising issues in both traditional and electronic environments, to include policy formulation, promotional activities, agency selection, and statistical analysis. Prerequisites: MGT 1902, MKT 2502.

MKT 3120 SALES MANAGEMENT*3 hours*

A study of sales management issues in both traditional and electronic environments, to include planning and implementing sales strategies; developing and leading the sales organization; budgeting and statistical analysis. Prerequisites: MGT1902

MKT 3502 MARKETING RESEARCH*3 hours*

A study of techniques and methodologies of market research, including case method and computer simulation. Prerequisite: MKT 3120.

MKT 3990 STRATEGIC MARKETING*3 hours*

An integrative capstone course examining strategic and operational marketing issues in both traditional and electronic environments. Simulations and gaming models are utilized to translate strategies into current operational plans. Prerequisite: MKT 3502.

Department of Communication Arts

Associate Professor: Moreland, *Chair*

Instructor: Wittum

Adjunct: McDowell-Davis

The Department of Communication Arts offers a major and a minor in Communication Arts.

COMMUNICATION ARTS Major (B.A. Degree)*Hours*

| | |
|---|---|
| CA 1101 Public Speaking | 3 |
| CA 1110 Introduction to Mass Media | 3 |
| CA 1240 Introduction to Journalism | 3 |
| CA 2120 Interpersonal Communication | 3 |
| CA 2200 Survey of Electronic Media | 3 |
| CA 2245 Media Criticism | 3 |
| CA 2255 Writing for Media | 3 |
| CA 3260 Media Law and Ethics | 3 |

School of Business - Department of Communication Arts

| | |
|---|-----------------|
| CA 3810 New Media..... | 3 |
| Electives in Communication Arts (3 semester hours must be at the 3000-level or above) | 12 |
| MGT 2501 Principles of Management or MKT 2501 Principles of Marketing | 3 |
| | Total 42 |

COMMUNICATION ARTS Minor

| | |
|---|-----------------|
| CA 1101 Public Speaking | 3 |
| CA 1110 Introduction to Mass Media | 3 |
| CA 1240 Introduction To Journalism | 3 |
| CA 2120 Interpersonal Communication | 3 |
| Electives in Communication Arts | 6 |
| | Total 18 |

COMMUNICATION ARTS Courses

CA 1101 PUBLIC SPEAKING *3 hours*

A study of oral communication with attention to vocal delivery, bodily action, and speech composition.

CA 1110 INTRODUCTION TO MASS MEDIA *3 hours*

An introduction to the fundamental principles and techniques of modern media arts, with emphasis on film and broadcasting.

CA 1240 INTRODUCTION TO JOURNALISM *3 hours*

The fundamental principles and practices of modern journalism, including introductions to newswriting, news ethics, and media laws.

CA 2115 FILM CRITICISM *3 hours*

Same as TA 2115. A study of the technical aspects of film-making and of the political and artistic role of film in society.

CA 2116 ASIAN CINEMA *3 hours*

Same as TA 2116. A semester-long study of styles and concepts of films as practiced in various cultural, political, and social contexts throughout Asia. Analytical skills will focus on how to read the visual language of the film along with the spoken word (including subtitles). (Offered in alternate years).

CA 2120 INTERPERSONAL COMMUNICATION *3 hours*

A study of various theories and types of verbal communication as they affect the dynamics of human relationships.

CA 2200 SURVEY OF ELECTRONIC MEDIA *3 hours*

An overview of the field of broadcasting to include radio, television, and cable. Prerequisite: CA 1110.

CA 2201 INTRODUCTION TO SPORTSCASTING *3 hours*

Theory and practice of sports reporting on the radio and television. Prerequisite: CA 1110.

CA 2245 MEDIA CRITICISM *3 hours*

Theory and practice in critical analysis of most forms of media. Prerequisite: CA 1110

CA 2249 APPLIED JOURNALISM *1 hour*

The learning and development of journalism techniques through actual publication practice. Limited to students working with the Pioneer, this course may be repeated for a maximum of 8 semester hours credit. Prerequisite: CA 1240.

CA 2255 WRITING FOR MEDIA *3 hours*

Theory and practice in various forms of writing for print journalism, electronic journalism, and public relations.

CA 2310 FEATURE WRITING *3 hours*

A study and practical application of the principles and processes involved in writing feature-style articles for various media outlets. Prerequisite: CA 1240.

CA 2500 SAYAKINI *1 hour*

An introduction to publishing and layout/graphics techniques by publishing the College yearbook. Enrollment limited to actual staff members and may be repeated for a maximum of 8 semester hours.

CA 2601 SELECTED TOPICS IN COMMUNICATIONS *1-3 hours*

A study of a topic selected by the department focusing on an area of particular interest within the discipline.

CA 2701 PUBLIC RELATIONS *3 hours*

An introduction to the theories, principles and practices of modern public relations.

CA 2810 ORGANIZATIONAL COMMUNICATION *3 hours*

School of Business - Department of Communication Arts

An introduction to the theory and practices associated with management and communication of information within organizations and businesses.

CA 2901 ONLINE PUBLICATION *3 hours*

The study and application of publishing written and visual materials online in terms by introducing online means for sharing information.

CA 3215 ELECTRONIC MEDIA PROGRAMMING *3 hours*

A study of the theory and practices of programming in radio, television and cable. Prerequisite: CA 2701.

CA 3250 ELECTRONIC MEDIA MANAGEMENT *3 hours*

A study of theories and practical application of techniques related to the management of radio and television stations. Prerequisites: CA 1110, and CA 2200.

CA 3260 MEDIA LAW AND ETHICS *3 hours*

A basic introduction to U.S. law governing media and to journalistic codes of ethics. Prerequisite: CA 1110.and CA 2200.

CA 3701 PUBLIC RELATIONS CASES AND CAMPAIGNS *3 hours*

An exploration of the theory and practice of public relations by utilizing successful and unsuccessful cases and campaigns run by PR professionals. Prerequisite: CA 2701.

CA 3810 NEW MEDIA *3 hours*

An overview of new media developments and implications for the future from a social, political and artistic standpoint.

CA 4101 COMMUNICATION SEMINAR *3 hours*

Reading, discussion, independent research, and written reports on a topic selected by the department.

CA 4201 PRACTICUM *1-3 hours*

An application of theory and methods of specific areas of speech communication in supervised experience.

CA 4291 MEDIA RESEARCH *3 hours*

An introduction to research methodology in media and communication arts to include research design, collection of data, analysis, and reporting. Prerequisites: CA 1110 and CA 2200.

CA 4301 INDEPENDENT STUDY *1-4 hours*

Self-directed study following a contractual plan initiated by the student and approved by the departmental faculty.

CA 4401 INTERNSHIP *1-6 hours*

A supervised application of theory to practice in a functional area relating to communication arts.

The James F. & Gerry T. Hurley School of Arts and Sciences

The Hurley School of Arts and Sciences is named in honor of James F. and Gerry T. Hurley of Salisbury, N.C. Mr. Hurley is the former owner and publisher of *The Salisbury Post* and past chairman of the Catawba Board of Trustees. The School includes the departments of Biology, Chemistry, English, History & Politics, Mathematics, Modern Foreign Languages, Psychology, Religion & Philosophy, and Sociology. The school also administers cooperative programs in Forestry and Medical Technology and the Pre-Medicine and Pre-Health Programs (see page 104).

Acting Dean: Barry R. Sang, Ph.D.

Department of Biology

Professors: Coggin

Associate Professors: Calcagni; Poston; Lowery, *Chair*; Wear

Assistant Professor: Bolin

The Department of Biology offers majors leading to the B.A. and B.S. degrees and a minor in biology.

| | <i>Hours</i> |
|---|-----------------|
| BIOLOGY Major (B.A. Degree) | |
| BIOL 1501 Molecules and Cells | 4 |
| BIOL 1502 Structure and Function of Organisms | 4 |
| BIOL 1503 Ecology and Evolution | 4 |
| BIOL 2503 Biological Research Methods | 2 |
| Two courses, must be from 2 different areas | 8 |
| Area 1: Cellular and Molecular Biology | |
| BIOL 3590 Cell Biology | |
| BIOL 3591 Genetics | |
| BIOL 3552 Biochemistry | |
| BIOL 3511 Topics in Cell & Molecular Biology | |
| Area 2: Organismal Biology | |
| BIOL 2509 Field Botany | |
| BIOL 3509 Dendrology | |
| BIOL 3521 Comparative Vertebrate Anatomy | |
| BIOL 3562 Microbiology | |
| BIOL 3580 Animal Physiology | |
| BIOL 3575 Plant Taxonomy | |
| BIOL 3512 Topics in Organismal Biology | |
| Area 3: Ecology | |
| BIOL 3527 Vertebrate Ecology | |
| BIOL 3593 Ecology | |
| BIOL 3599 Behavioral Ecology | |
| BIOL 3513 Topics in Ecology | |
| Biology electives (2000 level & above) | 4 |
| BIOL 3600 Evolution | 3 |
| BIOL 4501 Capstone in Biological Science | 2 |
| CHEM 1501, 1502 General Chemistry I and II | 8 |
| CHEM 2601 Organic Chemistry I | 4 |
| | Total 43 |

BIOLOGY Major (B.S. Degree)

| | |
|---|---|
| BIOL 1501 Molecules and Cells | 4 |
| BIOL 1502 Structure and Function of Organisms | 4 |
| BIOL 1503 Ecology and Evolution | 4 |
| BIOL 2503 Biological Research Methods | 2 |
| One course from among the following | 4 |
| BIOL 3590 Cell Biology | |
| BIOL 3591 Genetics | |
| BIOL 3552 Biochemistry | |

School of Arts and Sciences - Biology

| | |
|--|----------|
| BIOL 3511 Topics in Cell and Molecular Biology | |
| One course from among the following..... | 4 |
| BIOL 2509 Field Botany | |
| BIOL 3509 Dendrology | |
| BIOL 3521 Comparative Vertebrate Anatomy | |
| BIOL 3562 Microbiology | |
| BIOL 3580 Animal Physiology | |
| BIOL 3575 Plant Taxonomy | |
| BIOL 3512 Topics in Organismal Biology | |
| One course from among the following | 4 |
| BIOL 3527 Vertebrate Ecology | |
| BIOL 3593 Ecology | |
| BIOL 3599 Behavioral Ecology | |
| BIOL 3513 Topics in Ecology | |
| Biology electives (2000 level & above)..... | 4 |
| BIOL 3600 Evolution | 3 |
| BIOL 4501 Capstone in Biological Science | 2 |
| CHEM 1501, 1502 General Chemistry I and II | 8 |
| Two courses from among the following | 8 |
| CHEM 2501 Analytical Chemistry | |
| CHEM 2601 Organic Chemistry I | |
| CHEM 2602 Organic Chemistry II | |
| CHEM 3511 Physical Chemistry | |
| CHEM 3521 Inorganic Chemistry | |
| PHYS 2521, 2522 General Physics I & II | 8 |
| | Total 59 |

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Biology must satisfy the requirements for the B.A./B.S. degree and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog.

BIOLOGY Minor

| | |
|---|----------|
| BIOL 1501 Molecules and Cells | 4 |
| BIOL 1502 Structure and Function of Organisms | 4 |
| BIOL 1503 Ecology and Evolution | 4 |
| Biology electives (2000 level & above)..... | 8 |
| | Total 20 |

Because most graduate and professional schools require Physics and Calculus for admission, students contemplating advanced study in the biological sciences are advised to include these courses in their academic programs. All students majoring in Biology are encouraged to elect courses in physics, calculus-based mathematics, chemistry, statistics, and computer science.

BIOLOGY Courses**BIOL 1101 BIOSCIENCE***4 hours*

A general introduction to biological science for non-biology majors. Lecture and laboratory. Students may not receive credit for both BIOL 1101 and BIOL 1501, BIOL 1502, BIOL 1503.

BIOL 1110 TOPICS IN BIOLOGY*1-4 hours*

A study of a topic selected from the biological sciences at an introductory level.

BIOL 1115 HUMAN BIOLOGY*3 hours*

An introduction to the biological basis of human life, with emphasis on those organ systems and human behaviors that are most significantly involved in issues of health and illness.

BIOL 1120 CONCEPTS OF GENETICS*3 hours*

An introduction to the science of heredity from Mendel to molecular genetics. This course will emphasize the applications of modern genetics including human genetic diseases, genetic engineering, gene therapy, the human genome project and ethics.

BIOL 1501: MOLECULES AND CELLS.*4 hours*

An introduction to the chemical and cellular basis of life for natural science majors. This course will examine biochemistry, cell struc-

School of Arts and Sciences - Biology

ture and function, cell division, genetics, molecular biology, genomics and biotechnology. Lecture and laboratory. Students may not receive credit for both BIOL 1101 and BIOL 1501.

BIOL 1502: STRUCTURE AND FUNCTION OF ORGANISMS

4 hours

An introduction to the morphology and physiology of plants and animals for natural science majors. This course will emphasize the diversity of structure and function among living organisms. Lecture and laboratory. Students may not receive credit for both BIOL 1101 and 1502.

BIOL 1503: ECOLOGY & EVOLUTION

4 hours

An introduction to principles of ecology and evolution for natural science majors. This course will examine ecosystems, populations, biogeochemical cycles, biogeography, natural selection, and speciation. Lecture and laboratory. Students may not receive credit for both BIOL 1101 and BIOL 1503.

BIOL 2110 INTERMEDIATE TOPICS IN BIOLOGY

1-4 hours

A study of topics in the biological sciences at the intermediate level.

BIOL 2419 ANATOMY AND PHYSIOLOGY I

4 hours

Cell structure and functions; tissue and organ systems: Skeletal, muscular and nervous. Lecture and laboratory. Not recommended for Biology majors.

BIOL 2420 ANATOMY AND PHYSIOLOGY II

4 hours

Organ systems: Circulatory, respiratory, digestive, excretory, endocrine and reproductive systems. Lecture and laboratory. Prerequisite: BIOL 2419. Not recommended for Biology majors.

BIOL 2450 ORNITHOLOGY

4 hours

A study of the biology of birds, to include their behavior, conservation, ecology, evolution, flight, and migration. The lab will emphasize identification of birds in the wild and will also include opportunities to capture and band wild birds. One overnight weekend trip is required.

BIOL 2475 TROPICAL BIOLOGY

3 hours

Same as ENV 2475. An introduction to the biology of tropical ecosystems. Content may vary but typically will include a natural history of tropical plants and animals, tropical ecology, and conservation and sustainable use of tropical resources. Includes a trip to the tropics.

BIOL 2501 BIODIVERSITY I

4 hours

A study of biological diversity to include anatomy, morphology, physiology and evolution of bacteria, archaea, fungi, algae, and plants. Lecture and laboratory. Prerequisite: BIOL 1502.

BIOL 2502 BIODIVERSITY II

4 hours

A study of biological diversity to include anatomy, morphology, physiology and evolution of amoebas, flagellates, ciliates, and animals. Lecture and laboratory. Prerequisite: BIOL 1502.

BIOL 2503 BIOLOGICAL RESEARCH METHODS

2 hours

An introduction to biological research including experimental design, data analysis, statistics, literature review, scientific writing and scientific speaking. Prerequisite: BIOL 1501, BIOL 1502 or BIOL1503.

BIOL 2509 FIELD BOTANY

4 hours

An introduction to the study of plants in the field, including winter botany, plant identification, reproductive ecology, useful and harmful plants, and a general treatment of the vegetation and plant communities of North Carolina. Lecture, laboratory and field work. Prerequisite: BIOL 1101 or BIOL 1502.

BIOL 3505 CONSERVATION BIOLOGY

3 hours

A study of the biological principles that can be brought to bear upon species conservation. Principles will come from areas such as population biology, community ecology, human contributions to extinction, and strategies for reversing species declines. Lecture and some field trips. Prerequisite: BIOL 1502 or 1503 (both recommended).

BIOL 3509 DENDROLOGY

3 hours

A study of woody plants, to include identification, classification, distinguishing characteristics, habits, ranges and habitats, with emphasis on the southeastern United States. Lecture, laboratory and field work. Prerequisite: BIOL 1101 or BIOL 1502.

BIOL 3510 SELECTED TOPICS IN ADVANCED BIOLOGY

1-4 hours

Any biological topic of an advanced level of difficulty, not listed in the College Bulletin, and mutually agreed upon by a professor who

School of Arts and Sciences - Biology

is qualified in the subject and a group of students, may be offered if there is sufficient demand. Credit will vary with the number of lectures and laboratories offered per week. Prerequisites: BIOL 1501 or 1502 OR 1503 and permission of the instructor.

BIOL 3514: TOPICS IN CELL AND MOLECULAR BIOLOGY

1-4 hours

An upper level course on a topic in cellular and/or molecular biology not listed in the College Catalog. Credit will vary with the number of lectures and laboratories offered per week. Prerequisites: BIOL 1501 and permission of the Instructor.

BIOL 3512: TOPICS IN ORGANISMAL BIOLOGY

1-4 hours

An upper level course on a topic in organismal biology not listed in the College Catalog. Credit will vary with the number of lectures and laboratories offered per week. Prerequisites: BIOL 1502 and permission of the Instructor.

BIOL 3513: TOPICS IN ECOLOGY

1-4 hours

An upper level course on a topic in ecology not listed in the College catalog. Credit will vary with the number of lectures and laboratories offered per week. Prerequisites: BIOL 1503 and permission of the Instructor.

BIOL 3521 COMPARATIVE VERTEBRATE ANATOMY

4 hours

A study of the past record of evolution (temporal diversity or phylogeny) and the present result of evolution (spatial diversity) of the organs and organ systems of vertebrates with consideration given to their functional adaptations. Lecture and laboratory. Prerequisite: BIOL 1502.

BIOL 3527 VERTEBRATE ECOLOGY

4 hours

A study of vertebrate ecology, particularly how scientists learn about vertebrates by studying them in the wild. Topics will include vertebrate distribution, abundance, behavior, conservation, and evolution. Labs will emphasize sampling vertebrate populations and communities. Lecture and Laboratory. Prerequisite: BIOL 1503.

BIOL 3550 ELECTRON MICROSCOPY

4 hours

A study of the theory, preparation and examination of biological materials for light and electron microscopy. Lecture and laboratory. Prerequisite: BIOL 1501.

BIOL 3552 BIOCHEMISTRY

4 hours

Same as CHEM 3552. An introduction to the chemistry of cellular processes, to include protein conformation and function, the generation and storage of metabolic energy, and the biosynthesis of important cellular structures as the main themes. The course will include a seminar emphasizing representative case studies involving the clinical application of biochemical knowledge. Prerequisite or corequisite CHEM 2602

BIOL 3562 MICROBIOLOGY AND IMMUNOLOGY

4 hours

The biology of microorganisms including systematics, metabolism, pathogenic mechanisms, and industrial uses. The cellular and humoral immune responses of vertebrates are emphasized in lecture and laboratory. Prerequisite: BIOL 1502.

BIOL 3575 PLANT TAXONOMY

4 hours

Classification and systematic survey of vascular plants, principles and methods of systematic botany, general evolutionary relationships and the development of technical keying skills. Lecture, laboratory and overnight field trips. Prerequisite: BIOL 1502 and 1503.

BIOL 3580 ANIMAL PHYSIOLOGY

4 hours

The study of function at the cellular, organ, and organismic level. Lecture and laboratory. Prerequisite: BIOL 1502.

BIOL 3590 CELL BIOLOGY

4 hours

A comprehensive study of cells with emphasis on the relationship between structure and function at the cellular and subcellular level. Topics include: organelles, cell division, energy metabolism, cell motility systems, and cell differentiation. Prerequisites: BIOL 1501 and CHEM 2601.

BIOL 3591 GENETICS

4 hours

A general study of the basic principles of inheritance, the chemical, structural, and functional bases of genetic material, and quantitative and population genetics. Lecture and laboratory. Prerequisite: BIOL 1501.

BIOL 3593 ECOLOGY

4 hours

A general study of ecological principles to include structure of communities, organism-environment interactions, energy flow, nutrient cycling, competition and population dynamics. Lecture, laboratory and two overnight field trips. Prerequisite: BIOL 1503.

BIOL 3599 BEHAVIORAL ECOLOGY

4 hours

A study of the ways in which an animal's behavior contributes to the survival and reproductive success of individuals. Topics include social behavior, predator-prey interactions, foraging decisions, mate choice, and parental care. Lecture and laboratory. Prerequisite: BIOL 1503.

School of Arts and Sciences - Biology/Environmental Science and Studies Program

BIOL 3600 EVOLUTION*3 hours*

Advanced study of the evolution of life on earth. Topics will include evolution at the molecular through population levels, human evolution, and the history of evolutionary thought. Prerequisites or corequisites: Junior or senior standing, BIOL 1501, 1502, and 1503.

BIOL 4101 BIOLOGY SEMINAR*1-3 hours*

Reports and discussions on various topics in biology presented by students and faculty. Prerequisite: permission of Department Chairman and Instructor.

BIOL 4201 PRACTICUM IN BIOLOGY*1-6 hours*

A participatory study of a subject under the supervision and guidance of persons in an off-campus situation. Prerequisites: Junior standing in biology permission of coordinating professor and departmental approval. Application must be approved in the semester preceding the one in which the practicum is to be undertaken.

BIOL 4301 INDEPENDENT STUDY IN BIOLOGY*1-6 hours*

Self-directed study following a contractual plan initiated by the student and conducted under a faculty advisor. Prerequisites: Junior standing in biology, permission of coordinating professor, and departmental approval. Contract must be approved in the semester preceding the one in which the study is to be undertaken.

BIOL 4401 INTERNSHIP IN BIOLOGY*1-6 hours*

Field experience in some aspect of biology with formal evaluation, supervision and direction provided by an outside agency in concert with the supervisory professor and student. Prerequisites: Permission of coordinating professor and departmental approval. Application must be approved in the semester preceding the one in which the internship is to be undertaken.

BIOL 4501 CAPSTONE IN BIOLOGICAL SCIENCE*2 hours*

A capstone experience for senior biology majors that will integrate material learned in the major. A project will be completed that includes reading, writing, synthesis, analysis, and public speaking. Prerequisite: BIOL 2503 and Senior standing.

Environmental Science and Studies Program

ENVIRONMENTAL SCIENCE Major (B.S. Degree)*Hours*

| | |
|---|--------------|
| BIOL 1501 Molecules and Cells | 4 |
| BIOL 1502 Structure and Functions of Organisms | 4 |
| BIOL 1503 Ecology and Evolution | 4 |
| BIOL 2503 Biological Research Methods | 2 |
| BIOL 3505 Conservation Biology..... | 3 |
| BIOL 3593 Ecology..... | 4 |
| CHEM 1501 General Chemistry I..... | 4 |
| CHEM 1502 General Chemistry II | 4 |
| CHEM 2570 Environmental Chemistry | 4 |
| ENV 1411 Fundamentals of Environmental Science | 4 |
| ENV 3506 Resource Ecology and Management..... | 3 |
| ENV 4211 or 4221 Practicum or Internship in Environmental Science | 1 |
| ENV 4501 Capstone in Environmental Studies | 1 |
| BIOL Botany Elective (2000 level or above) | 3-4 |
| BIOL Zoology Elective (2000 level or above) | 3-4 |
| ENV/CHEM electives (2000 level and above) | 8-10 |
| Total | 56-60 |

ENVIRONMENTAL STUDIES Major (B.A. Degree)*Hours*

| | |
|---|---|
| BIOL 1501 Molecules and Cells | 4 |
| BIOL 1502 Structure and Functions of Organisms | 4 |
| BIOL 1503 Ecology and Evolution | 4 |
| BIOL 3593 Ecology..... | 4 |
| CHEM 1125 Chemistry and the Environment..... | 4 |
| ENV 1411 Fundamentals of Environmental Science | 4 |
| ENV 3506 Resource Ecology and Management | 3 |
| ENV 3596 Fundamentals of Land Conservation. | 2 |
| ENV 3597 Planning for Sustainable Communities | 2 |
| ENV 3598 Geographic Information Systems (GIS) | 3 |
| ENV 4211 or 4221 Practicum or Internship in Environmental Studies | 1 |
| ENV 4501 Capstone in Environmental Studies | 1 |

School of Arts and Sciences - Environmental Sciences and Studies Program

| | |
|--|-----------|
| ENV electives (2000 level and above) ** | 15 |
| Approved electives* in Biol/Econ/His/Pols/Phil | 9 |
| | Total: 60 |

*Approved electives are maintained on file in the offices of the Registrar and Department/Program Chairs.

**For NC Environmental Education Certification, students should elect the following courses for 10 credit hours: ENV 3567, ENV 3568, ENV 3570, ENV 3571.

ENVIRONMENTAL EDUCATION Major (B.A. Degree)

| | <i>Hours</i> |
|---|--------------|
| BIOL 1501 Cells and Molecules | 4 |
| BIOL 1502 Structure and Functions of Organisms | 4 |
| BIOL 1503 Ecology and Evolution | 4 |
| BIOL 3593 Ecology | 4 |
| CHEM 1501 General Chemistry I | 4 |
| CHEM 1502 General Chemistry II | 4 |
| CHEM 2570 Environmental Chemistry | 4 |
| ENV 1411 Fundamentals of Environmental Science | 4 |
| ENV 3567 Environmental Education for Science Professionals | 2 |
| ENV 3570 Environmental Education Resources I | 3 |
| ENV 3571 Environmental Education Resources II | 3 |
| ENV 4501 Capstone in Environmental Studies | 1 |
| BIOL/CHEM/ENV Electives (approved electives 2000 level and above) | 6 |
| A list of approved electives is on file in the Registrar's Office and with the Program chair. | |
| | Total 47 |

SUSTAINABLE BUSINESS AND COMMUNITY DEVELOPMENT Major (B.S. Degree)

| | <i>Hours</i> |
|---|--------------|
| BIOL 1101 Bioscience | 4 |
| CHEM 1125/ ENV 1125 Chemistry and the Environment | 4 |
| ENV 1112 Environmental Concepts and Issues | 3 |
| OR | |
| ENV 1411 Fundamentals of Environmental Science | 4 |
| ENV 2579 Sustainable Facilities and Operations | 2 |
| ENV 3506 Resource Ecology and Management | 3 |
| ENV 3594 Ecological Change and Human Health | 3 |
| ENV 3597 Planning for Sustainable Communities | 2 |
| ENV 4221 Internship in Environmental Science | 1 |
| OR | |
| MGT 4401 Internship in Business | 1 |
| ENV 4501 Capstone in Environmental Studies | 1 |
| ACC 1901 Principles of Accounting I | 3 |
| CA 2701 Public Relations | 3 |
| ECON 1902 Principles of Economics II | 3 |
| ECON 3401 Environmental Economics | 3 |
| FIN 2535 Managerial Finance | 3 |
| MGT 2541 Business Law | 3 |
| OR | |
| MGT 2453 Business Law II | 3 |
| OR | |
| MGT 2454 Legal Environment of Business | 3 |
| MGT 2501 Principles of Management | 3 |
| MGT 2566 Business Ethics | 3 |
| MGT 2602 Management of Small Business | 3 |
| MKT 2501 Principles of Marketing | 3 |
| Approved Electives (6 semester hours) | 6 |
| (Select from: POLS 3101; POLS 1103; POLS 2515; ENV 3598; IS 2501; ECON 1901; ENV 3510; MGT 2564; ENV 3596; ENV 4211; ENV 4301; MGT 4201; MGT 4301.) | |
| | Total 59-60 |

School of Arts and Sciences - Environmental Sciences and Studies Program

ENVIRONMENTAL STUDIES Minor

| | |
|--|-------|
| One of the following: | 4 |
| BIOL 1101 Bioscience | 4 |
| BIOL 1501 Molecules & Cells | 4 |
| BIOL 1502 Structure & Function of Organisms | 4 |
| BIOL 1503 Ecology & Evolution | 4 |
| CHEM 1125 Chemistry and the Environment..... | 4 |
| One of the following: | 4 |
| ENV 1112 Environmental Concepts and Issues | 3 |
| ENV 1411 Fundamentals of Environmental Science | 4 |
| ELECTIVES..... | 12-13 |
| ENV 2579 Sustainable Facilities & Operations | 2 |
| ENV 3506 Resource Ecology and Management | 3 |
| ENV 3510 Selected Topics in Env Science..... | 1-4 |
| ENV 3594 Ecological Change & Human Health | 3 |
| ENV 3596 Fundamentals of Land conservation | 2 |
| ENV 3597 Planning for Sustainable Communities | 2 |
| ENV 3598 Geographic Information System..... | 3 |
| ENV 3599 Field Global Positioning Systems | 3 |
| ENV 4221 Internship in Environmental Science | 1-6 |
| ENV 4105 Environmental Science Seminar..... | 1 |
| ENV 4501 Capstone in Environmental Studies | 1 |

Total 20

ENVIRONMENTAL SCIENCE Minor

| | | |
|---|-----|--------------|
| ENV 1411 Fundamentals of Environmental Science | 4 | <i>Hours</i> |
| Two of the following from the same discipline..... | 8 | |
| BIOL 1501 Molecules & Cells | 4 | |
| BIOL 1502 Structure & Function of Organisms | 4 | |
| BIOL 1503 Ecology & Evolution | 4 | |
| CHEM 1501 General Chemistry I..... | 4 | |
| CHEM 1502 General Chemistry II | 4 | |
| One of the following..... | 3-4 | |
| BIOL 3505 Conservation Biology | 4 | |
| BIOL 3593 Ecology..... | 4 | |
| ENV 2570 Environmental Chem..... | 4 | |
| ELECTIVES..... | 4-5 | |
| ENV 3506 Resource Ecology and Management | 3 | |
| ENV 3510 Selected Topics in Environmental Science | 1-4 | |
| ENV 3594 Ecological Change & Human Health | 3 | |
| ENV 3596 Fundamentals of Land conservation | 2 | |
| ENV 3598 Geographic Information System | 3 | |
| ENV 3599 Field Global Positioning Systems | 3 | |
| ENV 4105 Environmental Science Seminar | 1 | |
| ENV 4221 Internship in Environmental Science | 1-6 | |
| ENV 4501 Capstone in Environmental Studies | 1 | |
| BIOL 2503 Biological Research Methods..... | 2 | |

Total 20

ENVIRONMENTAL EDUCATION Minor

| | | |
|--|-----|--------------|
| ENV 1411 Fundamentals of Environmental Science | 4 | <i>Hours</i> |
| ENV ENV 3567 Environ Education for Science Professionals | 2 | |
| ENV 3568 Environ Center Exhibits and Education | 2 | |
| ENV 3570 Environ Education Resources I..... | 3 | |
| ENV 3571 Environ Education Resources II | 3 | |
| One of the following: | 3-4 | |
| BIOL 1101 Bioscience | 4 | |
| BIOL 1501 Molecules & Cells..... | 4 | |
| BIOL 1502 Structure & Function of Organisms | 4 | |
| BIOL 1503 Ecology & Evolution | 4 | |
| CHEM 1125 Chemistry and the Environment..... | 4 | |

School of Arts and Sciences - Environmental Sciences and Studies Program

| | | |
|--|-----|-----|
| ENV 1511 Conceptual Integrated Sci and the Env | 3 | |
| Electives | | 2-3 |
| ENV 2579 Sustainable Facilities & Operations | 2 | |
| ENV 3510 Selected Topics in Environmental Science..... | 1-4 | |
| ENV 3594 Ecological Change & Human Health | 3 | |
| ENV 3596 Fundamentals of Land conservation | 2 | |
| ENV 3597 Planning for Sustainable Communities | 2 | |
| ENV 3598 Geographic Information Systems | 3 | |
| ENV 3599 Field Global Positioning Systems | 3 | |
| ENV 4105 Environmental Science Seminar | 1 | |
| ENV 4221 Internship in Environmental Science | 1-6 | |
| ENV 4501 Capstone in Environmental Studies | 1 | |

Total 20

SUSTAINABLE BUSINESS AND COMMUNITY DEVELOPMENT Minor

| | | |
|--|-----|--------------|
| | | <i>Hours</i> |
| ENV 2579 Sustainable Facilities and Operations | | 2 |
| ENV 3597 Planning for Sustainable Communities..... | | 2 |
| ENV 1112 Environmental Concepts and Issues OR ENV 1411 Fundamentals of Environmental Science | | 4 |
| One of the following: | | 2-4 |
| ENV 3510 Selected Topics in Environmental Science | 1-4 | |
| ENV 3594 Ecological Change & Human Health | 3 | |
| ENV 3596 Fundamentals of Land conservation | 2 | |
| ENV 3598 Geographic Information Systems | 3 | |
| ENV 3599 Field Global Positioning Systems | 3 | |
| ENV 4221 Internship in Environmental Science | 1-6 | |
| One Pair from the Following | | 6 |
| ECON 1902 Principles of Economics II | 3 | |
| ECON 3401 Environmental Economics | 3 | |
| OR | | |
| MGT 2501 Principles of Management..... | 3 | |
| MGT 2602 Management of Small Business | 3 | |
| One of the following | | 6 |
| CA 2701 Public Relations | 3 | |
| MGT 2566 Business Ethics | 3 | |

Total 18-20

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Comprehensive Science must satisfy the requirements for the B.S. degree in Environmental Science or the B.A. degree in Environmental Education, and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching outlined under the heading for the Department of Teacher Education in this catalog.

ENVIRONMENTAL SCIENCE Courses

ENV 1110 TOPICS IN ENVIRONMENTAL SCIENCE *1-4 hours*

An introductory study of a topic selected from the environmental sciences.

ENV 1111 EARTH SCIENCE *4 hours*

An introduction to earth materials and land forms, the forces and processes shaping the earth's surface, and the interrelationships between the atmosphere and the earth. Lecture and laboratory.

ENV 1112 ENVIRONMENTAL CONCEPTS AND ISSUES *3 hours*

A study of broad issues of environmental science and the interaction of humans and the environment. It is not recommended that students take both ENV 1112 and ENV 1411.

ENV 1125 CHEMISTRY AND THE ENVIRONMENT *4 hours*

Same as CHEM 1125. A study of environmental chemistry to include discussions of basic chemistry, toxins, meteorology, air pollution, ozone depletion, global warming, water supply, water pollution, solid waste management, and hazardous waste management. Lecture and laboratory.

ENV 1411 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE *4 hours*

A course designed for Environmental Science majors in their first or second year. Lectures will examine some of the major areas in Environmental Science and employment opportunities that might exist. Lecture and laboratory.

School of Arts and Sciences - Environmental Sciences & Studies Program

- ENV 1511 CONCEPTUAL INTEGRATED SCIENCE AND THE ENVIRONMENT** *3 hours*
A study of basic principles and concepts of integrated science as seen through the lens of the environment.
- ENV 2475 TROPICAL BIOLOGY** *3 hours*
Same as BIO 2475. An introduction to the biology of tropical ecosystems. Content may vary but typically will include a history of tropical plants and animals, tropical ecology, and conservation and sustainable use of tropical resources. Includes a trip to the tropics.
- ENV 2570 ENVIRONMENTAL CHEMISTRY** *4 hours*
Same as CHEM 2570. A study of the chemistry of the environment applying the principles of chemistry to such topics as atmospheric chemistry, air pollution, water chemistry, water pollution, hazardous chemicals, and hazardous waste management. Lecture and laboratory. Prerequisite: CHEM 1502.
- ENV 2579 SUSTAINABLE FACILITIES AND OPERATIONS** *2 hours*
A systematic exploration of how businesses and organizations can create facilities and operations that have a reduced impact on our natural resources and our environment. Students will learn about sustainable practices at other university campuses and businesses and will study and practice the tools for successful campus change in the context of Catawba College. Prerequisite: ENV 1411 or ENV 1112.
- ENV 3506 RESOURCE ECOLOGY AND MANAGEMENT** *3 hours*
A study of renewable natural resources from a holistic and management viewpoint, with a particular emphasis on the economic, policy and ethical dimensions. Topics include history of natural resource conservation and environmentalism in the US; conservation and management of soil, land, landscapes, forests, wildlife, biodiversity, and other resources; and public lands policy and management. Lecture and some field trips. Prerequisite: BIOL 1101 or BIOL 1502 or 1503 and either ENV 1411 or BIOL 3593.
- ENV 3510 SELECTED TOPICS IN THE ENVIRONMENTAL SCIENCES** *1-4 hours*
An advanced study of an environmental science topic. Topic is announced at Registration. Prerequisite: ENV 1411 and permission of Instructor.
- ENV 3567 ENVIRONMENTAL EDUCATION FOR SCIENCE PROFESSIONALS** *2 hours*
An overview of environmental education methods for science professionals including design of and participation in experiential learning programs that emphasize environmental and nature center education. Students receive credit toward state supported environmental education certification. Prerequisite: ENV 1411.
- ENV 3568 ENVIRONMENTAL CENTER EXHIBITS AND EDUCATION** *2 hours*
An overview of aspects of ongoing nature or environmental center activities including examination of creation of displays, exhibits, and use of animals in educational settings. Students receive credit toward state supported environmental education certification. Prerequisite: ENV 1411.
- ENV 3570 ENVIRONMENTAL EDUCATION RESOURCES I** *3 hours*
A course designed to provide students with professional development experiences and resources in environmental education that will lead to certification as Environmental Educators by the State of North Carolina.
- ENV 3571 ENVIRONMENTAL EDUCATION RESOURCES II** *3 hours*
A course designed to complete the preparation that provides students with professional development experiences and resources in environmental education that will lead to certification as Environmental Educators by the State of North Carolina.
- ENV 3594 ECOLOGICAL CHANGE AND HUMAN HEALTH** *3 hours*
A study of the principles and processes by which the environment affects human health, to include the examination of health consequences of alterations in global systems, regional ecosystem disruptions, the generation of toxic substances, and new infectious disease threats.
- ENV 3596 FUNDAMENTALS OF LAND CONSERVATION** *2 hours*
An introduction to the fundamentals of land conservation drawing on a real world approach to conservation, including legal strategies used by nonprofit land trust, governmental policies pursued in the interest of resource protection, and ongoing land management programs. Lectures and student project. Prerequisite: ENV 1411.
- ENV 3597 PLANNING FOR SUSTAINABLE COMMUNITIES** *2 hours*
An introductory look at the emerging field of planning for environmentally sustainable communities focusing on traditional government land use and environmental regulations, but also on private sector initiatives to create ecologically sensitive new developments. Lectures and several field trips. Prerequisite: ENV 1112 or ENV 1411.

School of Arts and Sciences - Chemistry

- ENV 3598 GEOGRAPHIC INFORMATION SYSTEMS (GIS)** *3 hours*
An examination of the theory and practice in the use of GIS for the biological and environmental sciences as students learn how to create maps, analyze spatial data, and create their own data from field observations, with emphasis on conservation-related applications.
- ENV 3599 FIELD GLOBAL POSITIONING SYSTEM (GPS)** *3 hours*
This course provides instruction in both the theory and practice of using GPS instrumentation and the incorporation of positional data into geographic information systems, for navigation, surveying or tracking.
- ENV 4105 ENVIRONMENTAL SCIENCE SEMINAR** *1 hour*
Reports and discussions on various topics in environmental science presented by students and faculty. Prerequisite ENV 1112 or 1411 and Junior/Senior standing.
- ENV 4211 PRACTICUM IN ENVIRONMENTAL SCIENCE** *1-6 hours*
Field experience in some aspect of Environmental Science with the formal evaluation, supervision and direction determined by the supervisory professor and student. Prerequisites: Permission of coordinating professor and departmental approval. Application must be approved in the semester preceding the one in which the practicum is to be undertaken.
- ENV 4221 INTERNSHIP IN ENVIRONMENTAL SCIENCE** *1-6 hours*
Field experience in some aspect of Environmental Science with the formal evaluation, supervision and direction provided by an outside agency in concert with the supervisory professor and student. Prerequisites: Permission of coordinating professor and departmental approval. Application must be approved in the semester preceding the one in which the internship is to be undertaken.
- ENV 4301 INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCE** *3 hours*
Self-directed study following a contractual plan initiated by the student and conducted under a faculty advisor. Prerequisites: Junior standing in Environmental Science or Environmental Studies, permission of coordinating professor and program head approval.
- ENV 4501 CAPSTONE IN ENVIRONMENTAL STUDIES** *1 hour*
A senior level seminar course for majors or minors that draws upon the knowledge and training the students brings from their academic experience in the major. Each year the course will approach a theme of broad interdisciplinary scope central to the Environmental Sciences.

Department of Chemistry

Professors: Beard; Miderski; Sabo, *Chair*

The Department of Chemistry offers majors and a minor in Chemistry.

| CHEMISTRY Major (B.A. Degree) | <i>Hours</i> |
|---|--------------|
| CHEM 1501, 1502 General Chemistry I, II | 8 |
| CHEM 2501 Analytical Chemistry | 4 |
| CHEM 2601, 2602 Organic Chemistry I, II | 8 |
| CHEM 3501 Instrumental Analysis | 4 |
| CHEM 3511 Thermodynamics and Kinetics | 4 |
| CHEM 4100 Chemistry Research Seminar..... | 3 |
| Electives from the following | 6-8 |
| CHEM 2570 Environmental Chemistry | |
| CHEM 3552 Biochemistry | |
| Biology elective (3000 level or above) | |
| MATH 1801 Calculus | 4 |
| MATH 1802 Intermediate Calculus | 4 |
| PHYS 2521, 2522 General Physics I, II | 8 |
| | Total: 53-55 |
| CHEMISTRY Major (B.S. Degree) | |
| CHEM 1501, 1502 General Chemistry I, II | 8 |
| CHEM 2501 Analytical Chemistry | 4 |
| CHEM 2601, 2602 Organic Chemistry I, II | 8 |
| CHEM 3501 Instrumental Analysis | 4 |
| CHEM 3511 Thermodynamics and Kinetics. | 4 |
| CHEM 3512 Quantum Mechanics and Spectroscopy..... | 4 |
| CHEM 3521 Inorganic Chemistry..... | 4 |

School of Arts and Sciences - Chemistry

| | |
|---|----------|
| CHEM 3552 Biochemistry | 4 |
| CHEM 4100 Chemistry Research Seminar..... | 3 |
| MATH 1801 Calculus | 4 |
| MATH 1802 Intermediate Calculus | 4 |
| PHYS 2521, 2522 General Physics I, II | 8 |
| | Total 59 |

CHEMISTRY Minor

| | |
|--|----------|
| CHEM 1501, 1502 General Chemistry I, II | 8 |
| Electives in Chemistry (2000 level or above) | 12 |
| | Total 20 |

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Chemistry must satisfy the requirements for the B.A./B.S. degree and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education.

CHEMISTRY Courses**CHEM 1101 CHEMISTRY AND SOCIETY** *4 hours*

A study of chemical phenomena, the role of chemistry in our lives, and the impact of chemistry on modern society, to include nuclear chemistry, energy sources, acids and bases, organic chemistry, biochemistry, drugs, toxins, and pollutants. Lecture and laboratory. Same as CHEM 1102 except for laboratory; student may not receive credit for both courses. For non-science majors only.

CHEM 1102 CHEMISTRY AND SOCIETY: LECTURE ONLY *3 hours*

Same as CHEM 1101 except for laboratory; student may not receive credit for both courses.

CHEM 1110 TOPICS IN CHEMISTRY *1-4 hours*

A study of selected topics.

CHEM 1125 CHEMISTRY AND THE ENVIRONMENT *4 hours*

Same as ENV 1125. A study of environmental chemistry to include discussions of basic chemistry, toxins, meteorology, air pollution, ozone depletion, global warming, water supply, water pollution, solid waste management, and hazardous waste management. Lecture and laboratory.

CHEM 1135 FORENSIC SCIENCE: LECTURE ONLY *3 hours*

A study of forensic science to include the investigation of physical evidence (e.g., petroleum products, accelerant residue, blood, DNA, and glass) encountered at crime scenes. Lecture only. Same as Chem 1136 except for laboratory; students may not receive credit for both courses. For non-science majors only.

CHEM 1136 FORENSIC SCIENCE *4 hours*

A study of forensic science to include investigation of physical evidence (e.g. petroleum products, accelerant residue, blood, DNA, and glass) encountered at crime scenes. Lecture and laboratory. Same as Chem 1135 except for laboratory; students may not receive credit for both courses. For non-science majors only.

CHEM 1501 GENERAL CHEMISTRY I *4 hours*

A study of the fundamental principles of chemistry, including atomic and molecular structure, nomenclature, stoichiometry, thermochemistry, gases, bonding, and periodicity. Lecture and Laboratory.

CHEM 1502 GENERAL CHEMISTRY II *4 hours*

A study of the fundamental principles of chemistry, including liquid/solid states, solutions, kinetics, equilibrium, acids and bases, thermodynamics, oxidation-reduction, and electrochemistry. Lecture and Laboratory. Prerequisite: CHEM 1501.

CHEM 2110 INTERMEDIATE TOPICS IN CHEMISTRY *1-4 hours*

A study of selected topics in chemistry at the intermediate level.

CHEM 2501 ANALYTICAL CHEMISTRY *4 hours*

A study of theory and practice of quantitative chemical analysis, to include gravimetric and volumetric methods and elementary spectroscopic and chromatographic techniques with emphasis on solution equilibrium. Lecture and laboratory. Prerequisite: CHEM 1502.

CHEM 2570 ENVIRONMENTAL CHEMISTRY *4 hours*

Same as ENV2570 A study of the chemistry of the environment applying the principles of chemistry to such topics as atmospheric chemistry, air pollution, water chemistry, water pollution, hazardous chemicals, and hazardous waste management. Lecture and laboratory. Prerequisite: CHEM 1502.

School of Arts and Sciences - Chemistry/English

- CHEM 2601 ORGANIC CHEMISTRY I** *4 hours*
A study of the structure, classification, properties, and reactions of hydrocarbons (both aliphatic and aromatic), organic halides and alcohols. The stereochemistry of organic compounds will also be studied. Lecture and laboratory. Prerequisite: CHEM 1502.
- CHEM 2602 ORGANIC CHEMISTRY II** *4 hours*
A study of the structure, classification, properties, and reactions of oxygen- and nitrogen-containing organic compounds. The spectroscopic behavior of organic compounds will also be studied. Lecture and laboratory. Prerequisite: CHEM 2601.
- CHEM 3501 INSTRUMENTAL ANALYSIS** *4 hours*
A study of the theory and practice of modern instrumental methods of analysis to include sample preparation, UV-Vis, IR, Raman, fluorescence, atomic absorption and emission, gas and liquid chromatography, electro-analytical techniques, and mass spectrometry. Lecture and laboratory. Prerequisites: CHEM 2501 and CHEM 2602.
- CHEM 3511 THERMODYNAMICS AND KINETICS** *4 hours*
A study of concentration, time, and energy changes in chemical systems and reactions. Includes theory and applications in chemical kinetics, reaction dynamics, thermodynamics, and equilibria. Lecture and laboratory. Prerequisites: CHEM 1502, MATH 1801, PHYS 2521.
- CHEM 3512 QUANTUM MECHANICS AND SPECTROSCOPY** *4 hours*
A study of the quantum behavior of chemical systems. Includes theory and applications in quantum mechanics and spectroscopy. Lecture and laboratory. Prerequisites: CHEM 1502, MATH 1802, PHYS 2522.
- CHEM 3521 INORGANIC CHEMISTRY** *4 hours*
A study of the structure, properties, and reactions of inorganic and organometallic compounds. Lecture and laboratory. Prerequisites: CHEM 2602 and CHEM 3512.
- CHEM 3552 BIOCHEMISTRY** *4 hours*
Same as BIOL 3552. An introduction to the chemistry of cellular processes, to include protein conformation and function, the generation and storage of metabolic energy, and the biosynthesis of important cellular structures as the main themes. The course will include a seminar emphasizing representative case studies involving the clinical application of biochemical knowledge. Prerequisite: CHEM 2602.
- CHEM 3560 ADVANCED TOPICS IN CHEMISTRY** *1-4 hours*
Study of a topic selected by the department focusing on a specialized area of study of chemistry.
- CHEM 4100 CHEMISTRY RESEARCH SEMINAR** *3 hours*
Skills in the area of chemical research will be developed. The student will be exposed to the chemical literature, research techniques, research safety, development of research questions, and approaches to research. The student will be expected to produce both written and oral research reports. Lecture and laboratory.
- CHEM 4201 CHEMISTRY PRACTICUM** *1-6 hours*
A participatory study of a subject under the supervision and guidance of persons in an off-campus situation. Prerequisites: Junior standing and departmental approval. Application must be approved in the semester preceding the one in which the practicum is to be undertaken.
- CHEM 4301 INDEPENDENT STUDY** *1-6 hours*
A research project carried out by a student under the direction of one of the members of the chemistry department faculty. This course may be repeated for credit (subject to the college-wide limit of 9 hours of independent study).

Department of English

Professors: Fuller

Associate Professors: Grant, *Chair*

Assistant Professors: Anderson, Butler, Hayes; Schroeder; Stahr

Hours

LITERATURE Major (B.A. Degree)

| | |
|--|---|
| ENGL 2211 Major British Writers 1300-1800 | 3 |
| ENGL 2212 Major British Writers 1800-1950 | 3 |
| ENGL 2214 Major American Writers | 3 |
| ENGL 3319 Shakespeare and Tudor Drama Or ENGL 3320 Shakespeare and Stuart Drama | 3 |

School of Arts and Sciences - English

| | |
|---|----|
| ENGL 3201 English Grammar | 3 |
| ENGL 3803 Literary Criticism | 3 |
| ENGL 4101 English Seminar | 3 |
| Electives (5 courses) | 15 |
| Maximum of two Creative Writing or Linguistics courses. | |
| Maximum of one 1000-level literature course, normally taken by the end of the sophomore year. | |
| Total 36 | |

WRITING Major (B. A.)

| | |
|---|----|
| Three literature courses: | |
| One survey course (ENGL 2211, 2212, 2214) | 3 |
| One twentieth-century literature course | 3 |
| One elective in literature | 3 |
| ENGL 3201 English Grammar OR ENGL 4801 Language and Society | 3 |
| ENGL 4101 English Seminar | 3 |
| Two electives at the 3000 level or higher | 6 |
| Four of the following Writing Courses: | 12 |
| ENGL 3305 Creative Writing: Poetry | |
| ENGL 3306 Creative Writing: Prose Fiction | |
| ENGL 3307 Creative Writing: Non-fiction | |
| ENGL 3308 Professional/technical writing | |
| ENGL 3361 Topics in Writing | |
| TA 2444 Playwriting | |
| One of the following courses | 3 |
| ENGL 4201 Practicum (in writing and/or editing) | |
| ENGL 4301 Independent Study (in writing) | |
| ENGL 4401 Internship (in writing and/or editing) | |
| Total 36 | |

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in English must satisfy the requirements for the B.A. degree in Literature and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog. Teacher candidates are strongly encouraged to include ENGL3372 African-American Writers in their program and to take COMM 1110 Introduction to Mass Media as a general education requirement.

ENGLISH Minor

Six courses (18 hours) in English, five of which must be at 2000 level or above. (ENG 1101, 1102, 1103, and 2111 may not be counted toward the minor.)

CREATIVE WRITING Minor

| | |
|---|---|
| Three electives in literature | 9 |
| Three of the following courses | 9 |
| ENGL 3305 Creative Writing: Poetry | |
| ENGL 3306 Creative Writing: Prose Fiction | |
| ENGL 3307 Creative Writing: Non-fiction | |
| TA 2444 Playwriting | |
| ENGL 4301 Independent Study (in writing) | |
| Total 18 | |

THE WRITING CENTER

The Writing Center provides free, one-on-one tutoring to all Catawba College students. A student can come in for assistance at any stage of the writing process, from deciding on a topic to organizing ideas to revising a partial or complete draft of a paper. The tutors can also work with students on their writing skills without focusing on particular assignments. Working on the principle that writing well is a deliberate process that depends upon close reading and careful revising by the writer, the Writing Center tutors can help any student become a stronger writer. The Writing Center is located in Admin 211 of the Hedrick Administration Building. For more information, contact Dr. Margaret L. Stahr, Director of the Writing Center.

ENGLISH Courses

| | |
|---|----------------|
| ENGL 0103 ENGLISH PROFICIENCY | <i>0 hours</i> |
| Workshops and individualized tutoring sessions to provide instruction and practice in composing, revising, and editing. | |
| ENGL 1101 RHETORIC AND COMPOSITION I | <i>3 hours</i> |
| Intensive practice in informative, persuasive, and expressive writing with particular emphasis on summary writing and other academ- | |

School of Arts and Sciences - English

ic writing, preliminary research skills, and prewriting and revising strategies. Prerequisite: English 1000 or placement.

ENGL 1102 RHETORIC AND COMPOSITION II*3 hours*

Intensive practice in informative, persuasive, and expressive writing with particular emphasis on prewriting and revising strategies, and an extended research project. Prerequisite: English 1101 or placement.

ENGL 1103 CRITICAL READING AND WRITING*3 hours*

An applied rhetoric course focusing on intensive practice in basic concepts of written communication; active reading skills; research strategies; MLA documentation conventions; principles of organization and coherence; prewriting, drafting, and revising practices; and surface correctness of sentences. Prerequisite: ENGL 1101 or placement.

ENGL 1111 INTRODUCTION TO POETRY*3 hours*

An introduction to the basic elements of poetry and their relevance to understanding, enjoying and appreciating the various themes, meters, and forms of poetry.

ENGL 1112 INTRODUCTION TO FICTION*3 hours*

An introduction to the short story and the novel as art forms.

ENGL 1114 READING LITERATURE*3 hours*

An introduction to literature emphasizing close reading of a variety of texts. Each section is designed around a topic or theme selected by the instructor.

ENGL 1421 ANALYSIS OF DRAMATIC LITERATURE*3 hours*

Same as TA 1421. The characteristics and development of major styles and forms in dramatic literature.

ENGL 2111 ADVANCED ACADEMIC WRITING*3 hours*

The study and practice of nonfiction reading and writing. Emphasis on the essay with attention to grammar, structure, style, and research skills. Prerequisite: 24 hours of academic credit, including credit for ENGL 1102 or ENGL 1103; or placement.

ENGL 2112 THE ANALYSIS OF LITERATURE*3 hours*

An introductory level study of historical/biographical, Formalist, psychological, and mythological approaches to the study of literature.

ENGL 2150 TUTORING WRITING: THEORY AND PRACTICE*1 hour*

An introduction to tutoring theory and pedagogy emphasizing applications in writing center tutorials. This course is required of first-time tutors who have been hired to work in the Writing Center and cannot be used toward General Education, Prerequisite: Permission of the Instructor. (S-U grading)

ENGL 2211 MAJOR BRITISH WRITERS: 1300 - 1800*3 hours*

A study of major British writers from Chaucer to Johnson.

ENGL 2212 MAJOR BRITISH WRITERS: 1800 - 1950*3 hours*

A study of major British writers from Wordsworth to Auden.

ENGL 2214 MAJOR AMERICAN WRITERS*3 hours*

A study of major American writers from the pre-colonial period to the mid-twentieth Century.

ENGL 2215 MAJOR AMERICAN WRITERS: Beginnings to 1890*3 hours*

A study of major American writers of the 19th century, Poe through Twain.

ENGL 2216 MAJOR AMERICAN WRITERS: 1890 - 1950*3 hours*

A study of major American writers of the 20th century, James through Faulkner.

ENGL 3201 ENGLISH GRAMMAR*3 hours*

A study of the terminology and rules of standard English grammar with attention to evaluating speech and text for adherence to standard, representing syntactic structures, and developing syntactic versatility.

ENGL 3305 CREATIVE WRITING: POETRY*3 hours*

Guidance and experimentation in the processes of producing, revising, and evaluating poetry. Prerequisite: permission of the Instructor.

ENGL 3306 CREATIVE WRITING: PROSE FICTION*3 hours*

Guidance and experimentation in the processes of producing, revising, and evaluating short fiction and other prose forms. Prerequisite: permission of Instructor.

ENGL 3307 CREATIVE WRITING: NON-FICTION*3 hours*

Guidance and experimentation in the process of producing, revising, and evaluating non-fiction prose.

School of Arts and Sciences - English

- ENGL 3308 PROFESSIONAL AND TECHNICAL WRITING** *3 hours*
An introduction to the rhetorical contexts and genres of professional and technical communication, with emphasis on the production, revision, and editing of workplace documents.
- ENGL 3314 MEDIEVAL LITERATURE** *3 hours*
A study of the literature of Medieval England, to include the Arthurian legends, Chaucer and the Chaucerians, lyrics, and drama. (Offered in alternate years.)
- ENGL 3319 SHAKESPEARE AND TUDOR DRAMA** *3 hours*
An intensive study of Shakespeare's comedies and histories with some attention to the works of other Tudor playwrights.
- ENGL 3320 SHAKESPEARE AND STUART DRAMA** *3 hours*
An intensive study of Shakespeare's tragedies and romances with some attention to the works of other Stuart playwrights.
- ENGL 3321 SEVENTEENTH CENTURY BRITISH LITERATURE** *3 hours*
A study of representative writers of the 1600's to include Jonson, Bacon, Donne and the metaphysical poets, the Cavalier poets, and Milton. (Offered in alternate years.)
- ENGL 3327 ROMANTIC LITERATURE** *3 hours*
A study of the works of representative Romantic writers, with special attention to Blake, Coleridge, Wordsworth, Byron, Keats, Shelley, and selected prose writers. (Offered in alternate years.)
- ENGL 3328 VICTORIAN LITERATURE** *3 hours*
A study of the works of representative Victorian writers, with special attention to Tennyson, Browning, and Arnold and selected prose writers and minor poets. (Offered in alternate years.)
- ENGL 3353 20th CENTURY BRITISH POETRY AND PROSE** *3 hours*
A study of modern and contemporary British poetry and prose. (Offered in alternate years.)
- ENGL 3354 CONTEMPORARY AMERICAN POETRY AND PROSE** *3 hours*
A study of modern and contemporary American poetry and prose. (Offered in alternate years.)
- ENGL 3360 TOPICS IN LITERATURE** *3 hours*
A study of selected topics. Topics will change from year to year to meet the needs of the department.
- ENGL 3361 TOPICS IN WRITING** *3 hours*
A study of selected topics in writing. Topics will vary to meet the needs of the department.
- ENGL 3370 MAJOR WORLD WRITERS** *3 hours*
A study of major world writers in translation. Attention to the phenomenon of translation will undergird language study. Guiding questions will focus student attention upon pertinent universal ideas, values, and their consequences. Attention to genres and their elements will emphasize the integrated nature of aesthetic experience.
- ENGL 3371 WORLD WRITERS: NON-WESTERN PERSPECTIVE** *3 hours*
A study of major world writers in translation. Attention to the phenomenon of translation will undergird language study. Guiding questions will focus student attention on non-Western approaches to pertinent "universal" ideas, values, and their consequences. Attention to Western and non-Western contrasting interpretations will emphasize the sometimes arbitrary nature of aesthetic experience.
- ENGL 3372 AFRICAN-AMERICAN WRITERS** *3 hours*
A study of major African-American writers from the eighteenth through twentieth centuries. (Offered in alternate years.)
- ENGL 3803 LITERARY CRITICISM** *3 hours*
A study of the criticism focusing on the main theoretical perspectives of the Twentieth Century, beginning with the New Criticism, with an emphasis on both major texts and applied readings. (Offered in alternate years.)
- ENGL 3831 THE ENGLISH NOVEL** *3 hours*
A study of the English novel from its inception to the end of the Victorian period. (Offered in alternate years.)
- ENGL 3832 THE AMERICAN NOVEL** *3 hours*
A study of selected American novels from Hawthorne through Faulkner. (Offered in alternate years.)
- ENGL 4101 ENGLISH SEMINAR** *3 hours*
Reading, discussion, independent research and written reports on a topic selected by the department.

School of Arts and Sciences - History & Politics**ENGL 4201 PRACTICUM***1-6 hours*

Approved projects or field experience following a contractual plan approved by the Department Chair.

ENGL 4301 INDEPENDENT STUDY IN ENGLISH*1-4 hours*

Self-directed study following a contractual plan initiated by the student and accepted by the staff.

ENGL 4401 INTERNSHIP*1-4 hours*

A field experience related to English study with the formal evaluation, supervision and direction provided by an outside agency in collaboration with the coordinating professor and student. Prerequisites: formalized plan, permission of coordinating professor and department chair.

ENGL 4801 LANGUAGE AND SOCIETY*3 hours*

A study of the dialects of English and of the mechanisms by which variants of a language become differentiated over time and space and as a consequence of social, political, economic, and physical barriers.

Department of History & Politics

Professors of History: Freeze, McAllister

Associate Professor: Bitzer, *Chair***History**

The study of history at Catawba College focuses on more than just the gathering of facts; the study of history involves such liberal arts characteristics as communication skills, critical thinking, information research and synthesis, and analytical and problem-solving techniques in a variety of areas (most notably American and European history) and eras (from ancient to modern times). Students who major in history focus their core studies on European and American history, as well as in the research methods of historiography. Majors can then select elective hours to focus their interests and areas.

HISTORY Major (B.A. Degree)

| | |
|---|-------------|
| HIST 1112 The Emerging Western World | 3 |
| HIST 1113 The Modern Western World | 3 |
| HIST 1114 The Contemporary World | 3 |
| HIST 1201, 1202 Survey of American History I and II | 6 |
| HIST 3000 Historiography | 3 |
| Electives in History—any level | 6 |
| Electives in History—3000 or 4000 level | 9 |
| Intermediate Foreign Language Proficiency | 0-6 |
| | Total 33-39 |

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Comprehensive Social Studies must satisfy the requirements for the B.A. degree and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog. Students must include in their program: HIST 1112, 1113, 1114, 1201, 1202, 2400, 3310; ECON 1901; EDUC 2105; POLS 1101; SOC 1101 or 1501.

HISTORY Minor*Hours*

| | |
|--|----------|
| HIST 1112 The Emerging Western World | 3 |
| HIST 1113 The Modern Western World | 3 |
| HIST 1114 The Contemporary World | 3 |
| HIST 1201 Survey of American History I OR HIST 1202 Survey of American History II | 3 |
| HIST 3000 Historiography | 3 |
| Electives in History—3000 or 4000 level | 3 |
| | Total 18 |

HISTORY Courses**HIST 1112 THE EMERGING WESTERN WORLD***3 hours*

A study of the evolution of ideas and institutions which shaped western civilization from prehistory through the Renaissance.

HIST 1113 THE MODERN WESTERN WORLD*3 hours*

A study of the evolution of ideas and institutions from the Reformation to the Twenty-First Century..

School of Arts & Science - History & Politics

- HIST 1114 THE CONTEMPORARY WORLD** *3 hours*
A survey of the history of the world from 1900 to the present, with emphasis on the interaction of western and non-western civilizations.
- HIST 1201 SURVEY OF AMERICAN HISTORY I** *3 hours*
A survey of the political, constitutional, economic, and intellectual development of the United States from the Colonial period to 1877.
- HIST 1202 SURVEY OF AMERICAN HISTORY II** *3 hours*
A survey of the political, constitutional, economic, and intellectual development of the United States from 1877 to the present.
- HIST 1300 ANCIENT EASTERN CIVILIZATIONS** *3 hours*
A study of pre-colonial India, China, and Japan from 3000 B.C. to the 19th Century A.D.
- HIST 1400 TOPICS IN NON-WESTERN HISTORY** *3 hours*
An investigation of a selected topic in the development of the non-Western world.
- HIST 2100 TOPICS IN HISTORY** *3 hours*
An investigation of a selected topic or period in history.
- HIST 2150 MODERN CHINA** *3 hours*
A study of the history of China from the mid-nineteenth century to the present, with emphasis on the period of communist rule.
- HIST 2200 HISTORY OF BRITAIN** *3 hours*
A survey of the history of Britain from its prehistoric origins to the present, emphasizing its cultural, religious, and legal traditions. (Offered in alternate years).
- HIST 2250 HISTORY OF MODERN RUSSIA** *3 hours*
A survey of the development of Russia in the modern era with particular emphasis on the Soviet and post-Soviet periods.
- HIST 2300 AMERICAN BUSINESS HISTORY** *3 hours*
A comprehensive survey of the major developments in American business from colonial to contemporary times, with special emphasis given entrepreneurial success patterns.
- HIST 2301 ANCIENT POLITICAL THEORY** *3 hours*
A critical analysis of the basic political writings of selected modern authors important to the development of western civilization, e.g., Plato, Aristotle, St. Augustine and St. Thomas. (Same as PHIL 2060 and POLS 2300).
- HIST 2310 MODERN POLITICAL THEORY** *3 hours*
A critical analysis of the basic political writings of selected modern authors important to the development of western civilization and political thought, e.g., Machiavelli, Bodin, Hobbes, Harrington, Locke and Rousseau. (Same as POLS 2310).
- HIST 2400 NORTH CAROLINA HISTORY** *3 hours*
A study of the history of North Carolina from the founding of the colony to the present.
- HIST 2545 AMERICA SINCE 1945** *3 hours*
A study of the political, economic, and social development of the United States since the end of World War II to the present, with particular attention given to the Cold War era, the modern civil rights movement, and the impact of globalization on the United States.
- HIST 3000 HISTORIOGRAPHY** *3 hours*
Same as PHIL 3060. An examination of the methodological and philosophical concerns of history as these have been viewed by historians from Herodotus to Braudel.
- HIST 3100 ADVANCED TOPICS IN HISTORY** *3 hours*
An investigation of a selected topic or period in history. Prerequisite: permission of Instructor.
- HIST 3250 HISTORY OF MODERN GERMANY** *3 hours*
A study of the history of Germany since 1815, with particular attention to political and economic developments. Prerequisite: HIST 1113.
- HIST 3300 AMERICAN DIPLOMATIC HISTORY** *3 hours*
A survey of American foreign policy from our national beginnings to the present with concentration on diplomatic relations since 1900.

School of Arts and Sciences - History & Politics

| | |
|--|------------------|
| HIST 3310 COLONIAL AMERICA | <i>3 hours</i> |
| A comparative survey of the different cultural groups that contributed to the establishment of British North America as well as colonial developments from economic and political points of view. Prerequisite: HIST 1201. | |
| HIST 3320 AMERICAN CIVIL WAR | <i>3 hours</i> |
| A thorough and multifaceted examination of the causes, conflicts, and resolutions of the war and the Reconstruction period. | |
| HIST 3329 HIGHWAY 29 | <i>3 hours</i> |
| An inquiry into the "on the road" theme of American history, particularly aimed at examining the legacy of Jeffersonism in the quotidian character of the roadside. Prerequisite: HIST 1201 and 1202 (Offered in alternate years). | |
| HIST 3360 THE SOUTH | <i>3 hours</i> |
| A study of the American South, its history, its culture, its attitudes, and its traditions. (Offered in alternate years). | |
| HIST 3500 THE VIETNAM WAR | <i>3 hours</i> |
| A study of the causes, course, and effects of the Vietnam War in the context of recent world and American history. | |
| HIST 3525 AMERICAN CIVIL WRONGS AND RIGHTS | <i>3 hours</i> |
| A study of the eras of slavery, emancipation and the Reconstruction era, segregation, and the Jim Crow era, and the 20th Century civil rights movement in the United States, with a focus on the political, legal, and social dimensions. Same as POLS 3525. | |
| HIST 4101 SEMINAR | <i>1-3 hours</i> |
| Reading, discussion, independent research, and written reports on a topic selected by the department. Prerequisite: Junior or Senior standing and 12 hours of History. | |
| HIST 4201 PRACTICUM | <i>1-6 hours</i> |
| An individual program designed to provide training and experience in such areas as archival organization and management, editing, historical preservation and restoration, and museology. | |
| HIST 4301 INDEPENDENT STUDY | <i>1-4 hours</i> |
| Self-directed study following a contractual plan initiated by the student and accepted by the staff. | |

Politics

Associate Professor of Politics: Bitzer, *Chair*

The study of politics at Catawba College combines the strengths and capabilities of a liberal arts education with preparation for a career in politics, whether it be in the public or private sector. In the politics major, there are core classes in the areas of American politics, comparative politics, research methods in the social sciences, and either the study of state & local or international politics. In addition, students who major in politics select courses in the areas of political theory, political institutions, political behavior, and policy; beyond these areas, students may select elective hours in any combination of these areas for a solid grounding in the study of politics. Those students interested in pursuing graduate education, in either the law, public administration, or political science, should consult the department chair for specific information on pre-law and public administration concentrations in the politics major.

POLITICS MAJOR (B.A. Degree)

| | <i>Hours</i> |
|--|--------------|
| POLS 1101 Introduction to American Politics | 3 |
| POLS 1105 Introduction to Comparative Politics..... | 3 |
| SOC 2301 Social Science Research | 3 |
| One course selected from: | 3 |
| POLS 2200 State and Local Politics (3) | |
| POLS 2210 International Politics (3) | |
| One Political Theory course selected from: | 3 |
| POLS 2300 Ancient Political Theory (3) | |
| POLS 2310 Modern Political Theory (3) | |
| One Political Institutions course selected from: | 3 |
| POLS 3300 Legislative Politics (3) | |
| POLS 3310 Presidential Politics (3) | |
| POLS 3320 Bureaucratic Politics (3) | |
| POLS 3330 Judicial Processes (3) | |
| One Political Behavior course selected from: | 3 |
| POLS 3110 Political Parties & Interest Groups (3) | |
| POLS 3115 U. S. Campaigns & Elections (3) | |

School of Arts and Sciences - History & Politics

| | |
|--|-----------|
| POLS 3150 Southern Politics (3) | |
| One Policy course selected from: | 3 |
| POLS 3500 Politics & Policy (3) | |
| POLS 3510 U. S. Constitutional Law: Powers & Federalism (3) | |
| POLS 3520 U. S. Constitutional Law: Civil Liberties & Rights (3) | |
| POLS 3530 International Law (3) | |
| POLS 3540 Political Economy (3) | |
| POLS 3550 U. S. Foreign Policy (3) | |
| POLS electives at 2000 level or above | 12 |
| | Total: 36 |

The department has found that the student is well-served to enroll in specific elective courses not listed above. The student should contact the department chair for a list of these suggested electives.

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Comprehensive Social Studies must satisfy the requirements for the B.A. degree and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog. Students must include in their program: HIST 1112, 1113, 1114, 1201, 1202, 2400, 3310; ECON 1901; EDUC 2105; POLS 1101; SOC 1101 or 1501.

Concentrations In Politics:**Pre-Law concentration:**

| | |
|--|----------|
| ACCT 1901: Principles of Accounting I | 3 |
| ECON 1902: Principles of Economics II | 3 |
| ENGL 3201: English Grammar | 3 |
| HIST 1114: The Contemporary World | 3 |
| HIST 1202: Survey of American History II | 3 |
| PHIL 1166: Critical Thinking or PHIL 1155: Introduction to Logic | 3 |
| PHIL 2170: Ethics | 3 |
| SOC 1501: Social Problems | 3 |
| | Total 24 |

Public Administration concentration:

| | |
|--|----------|
| ACCT 1901: Principles of Accounting I | 3 |
| ECON 1901: Principles of Economics I | 3 |
| HIST 1202: Survey of American History II | 3 |
| MTG 2501: Principles of Management | 3 |
| PHIL 2170: Ethics | 3 |
| PHIL 1166: Critical Thinking or PHIL 1155: Introduction to Logic | 3 |
| SOC 1501: Social Problems | 3 |
| | Total 21 |

POLITICS Minor

Hours

| | |
|--|-----------|
| POLS 1101 Introduction to American Politics | 3 |
| POLS 2200 State and Local Politics | 3 |
| POLS 2300 Ancient Political Theory | 3 |
| Any three Political Science courses at 2000 or 3000 level..... | 9 |
| | Total: 18 |

POLITICS Courses**POLS 1100 INTRODUCTION TO POLITICAL SCIENCE**

3 hours

Introduction to the study, analysis, scope, and sources of government. Emphasis will be given to the comparative institutions of government, the nature of politics and the manner in which people organize themselves for purposes of governing.

POLS 1101 INTRODUCTION TO AMERICAN POLITICS

3 hours

An introduction to the political theories, political institutions, political behavior, and operations and policies of the national government of the United States.

POLS 1105 INTRODUCTION TO COMPARATIVE POLITICS

3 hours

An introduction to comparative political methodology and a study of cross-national political processes, functions, and institutions of modern and developing political systems.

School of Arts and Sciences - History & Politics

- POLS 2110 ELEMENTARY TOPICS IN POLITICAL SCIENCE (NON-WESTERN)** *3 hours*
 Topics selected by the department focusing on specialized interests within the discipline and with an emphasis on non-Western themes.
- POLS 2111 ELEMENTARY TOPICS IN POLITICAL SCIENCE** *1-3 hours*
 Topics selected by the department focusing on specialized interests within the discipline and interests of department majors and non-majors with little or no background in political science.
- POLS 2200 STATE AND LOCAL POLITICS** *3 hours*
 A description and analysis of the structure and operation of American state and local government, federal-state relationships, the political process, and the formation of public policy. Prerequisite: POLS 1101.
- POLS 2210 INTERNATIONAL POLITICS** *3 hours*
 An examination of international and transnational politics and the basic elements of the international political system, to include the concepts of war, peace, power, alliances, and diplomacy.
- POLS 2300 ANCIENT POLITICAL THEORY** *3 hours*
 A critical analysis of the basic political writings of selected modern authors important to the development of western civilization, e.g., Plato, Aristotle, St. Augustine and St. Thomas. (Same as PHIL 2060 and HIST 2301).
- POLS 2310 MODERN POLITICAL THEORY** *3 hours*
 A critical analysis of the basic political writings of selected modern authors important to the development of western civilization and political thought, e.g., Machiavelli, Bodin, Hobbes, Harrington, Locke and Rousseau. (Same as HIST 2310).
- POLS 3101 ADVANCED TOPICS IN POLITICAL SCIENCE** *3 hours*
 Topics selected by the department focusing on specialized interests within the discipline and interests of department majors.
- POLS 3110 POLITICAL PARTIES AND INTEREST GROUPS** *3 hours*
 An analysis of the roles played by political parties and interest groups, with a focus on the organization, electoral activities, and influence on public policies. Prerequisite: POLS 1101. (Offered in alternate years)
- POLS 3115 U.S. CAMPAIGNS AND ELECTIONS** *3 hours*
 An analysis of campaigns and elections within the American political system, including a study of modern day campaign organizations and strategies at the national, state, and local levels, electoral behavior by the voters, and the role and impact of the media on campaigns and elections. Prerequisite: POLS 1101 (Offered in alternate years)
- POLS 3150 SOUTHERN POLITICS** *3 hours*
 A comparative study of the politics of the modern South since World War II, with a focus on the evolution from a one-party dominated region to a competitive two-party region and the effects on the national political environment, the impact of the modern civil rights movement on Southern politics, and analyses of Southern political identification and behavior in electoral politics. Prerequisite: POLS 1101.
- POLS 3300 LEGISLATIVE POLITICS** *3 hours*
 An analysis of the U.S. Congress, with a focus on legislative organization and powers, the law making process, relations with other branches of government, the electoral process as it relates to the legislature, and the legislature's influence on public policy. Prerequisite: POLS 1101.
- POLS 3310 PRESIDENTIAL POLITICS** *3 hours*
 An analysis of the role of the Presidency, with a focus on executive organization and powers, relations with other branches of government, the electoral process as it relates to the presidency, and the executive branch's influence on public policy. Prerequisite: POLS 1101.
- POLS 3320 BUREAUCRATIC POLITICS** *3 hours*
 A study of public administration and the bureaucracy in the American governing system, with a focus on the bureaucratic powers and responsibilities, interactions between the political branches and the bureaucracy, staffing and funding the bureaucracy, and government operations and management. Prerequisite: POLS 1101. (Offered in alternate years)
- POLS 3330 JUDICIAL PROCESSES** *3 hours*
 An analysis of the structure and functions of federal and state courts as they relate to the operation of the American political system with an emphasis on the role of judges, juries, police and other actors in the adjudication process. Prerequisite: POLS 1101.
- POLS 3500 POLITICS AND PUBLIC POLICY** *3 hours*
 An examination of the public policy process in the United States, with a focus on the development, enactment, and implementation of public policy through governmental institutions. Topics will include substantive policy areas (e.g., education, social welfare, environmental, and other policy topics). Prerequisite: POLS 1101. (Offered in alternate years)

School of Arts and Sciences - Administration of Justice

- POLS 3510 U.S. CONSTITUTIONAL LAW: POWERS AND FEDERALISM** *3 hours*
 A study of constitutional law as developed by the U.S. Supreme Court and its political impact on national and state governments and U.S. citizens, with a focus on questions of federalism, separation of governmental powers, economic regulation, and civil and political rights. Prerequisite: POLS 1101.
- POLS 3520 U.S. CONSTITUTIONAL LAW: CIVIL LIBERTIES & RIGHTS** *3 hours*
 A study of the constitutional law as developed by the U.S. Supreme Court, with an emphasis on the Bill of Rights and the 14th Amendment and a focus on freedoms of speech, religion, the media, and civil rights. Prerequisite: POLS 1101.
- POLS 3525 AMERICAN CIVIL WRONGS AND RIGHTS** *3 hours*
 A study of the eras of slavery, emancipation and the Reconstruction era, segregation, and the Jim Crow era, and the 20th Century civil rights movement in the United States, with a focus on the political, legal, and social dimensions. Same as HIST 3525.
- POLS 3530 INTERNATIONAL LAW** *3 hours*
 A study of sources, schools of thought, major cases and applications of public international law, focusing on the laws of war, diplomacy, the sea, space, and nationality. Prerequisite: POLS 2210.
- POLS 3540 POLITICAL ECONOMY** *3 hours*
 An analysis of the relationships between politics and economics, exploring how political institutions, the political environment, and economic systems influence each other. Topics include the development of U.S. capitalism, the U.S. federal fiscal and monetary policy processes, and the development of globalization. Prerequisite: POLS 1101. (Offered in alternate years)
- POLS 3550 U.S. FOREIGN POLICY** *3 hours*
 A critical analysis of American global security interests and contemporary decision making by elements of the government responsible for foreign policy. Prerequisite: POLS 1101.
- POLS 4201 PRACTICUM IN POLITICAL SCIENCE** *3-12 hours*
 A supervised application of theory to practice in a functional area related to Political Science.
- POLS 4301 INDEPENDENT STUDY** *1-4 hours*
 Self-directed study following a contractual plan initiated by the student and accepted by the staff.

Administration of Justice Major (B.A. Degree)

The Administration of Justice major is a multi- and inter-disciplinary program that prepares students for entry into career opportunities associated with the administration of justice and qualifies them for promotion to supervisory and management positions within various fields, including (but not limited to) law enforcement and court operations.

As a multi- and inter-disciplinary program, the ADJU major fulfills the aspects of a liberal education by drawing on the strengths and distinctive aspects of both the liberal arts and professional programs at Catawba College. It is recommended that students work closely with the ADJU coordinator to ensure scheduling of courses; it is also recommended that students gain conversational expertise in a foreign language (Spanish is strongly recommended).

| | |
|---|-----------|
| POLS 1101 Introduction to American Politics..... | 3 |
| POLS 2200 State & Local Politics..... | 3 |
| POLS 3320 Bureaucratic Politics..... | 3 |
| POLS 3330 Judicial Process..... | 3 |
| ADJU 2200 Criminal Law | 3 |
| POLS or ADJU elective | 3 |
| POLS 4201 Practicum OR PSYC 4201 Practicum..... | 3 |
| SOC 1501 Social Problems | 3 |
| SOC 2101 Crime and Delinquency | 3 |
| SOC 2301 Social Science Research OR PSYC 2221 Data Analysis for Behavioral Sciences | 3 |
| SOC 2401 Social Inequalities..... | 3 |
| SOC 3101 Minority-Majority Relations..... | 3 |
| PSYC 2350 Adolescent Psychology OR PSYC 3930 Behavior Modification..... | 3 |
| PSYC 3480 Abnormal Psychology | 3 |
| MGT 2501 Principles of Management..... | 3 |
| MGT 2565 Organizational Behavior..... | 3 |
| PHIL 2170 Ethics | 3 |
| CHEM 1136 Forensic Science | 4 |
| TOTAL | 55 |

ADMINISTRATION OF JUSTICE Courses

| | |
|--|----------------|
| ADJU 1901 INTRODUCTION TO CRIMINAL JUSTICE | <i>3 hours</i> |
| An introduction to the history, structure, functions and philosophy of the American criminal justice system. | |
| ADJU 2100 SELECTED TOPICS IN CRIMINAL JUSTICE | <i>3 hours</i> |
| A study of a topic of particular interest within the discipline. Topic is announced at registration. | |
| ADJU 2200 CRIMINAL LAW | <i>3 hours</i> |
| A study of the history, evolution, principles and contemporary applications of criminal law, including substantive law, classifications of crimes, elements of crimes, matters of criminal responsibility. | |
| ADJU 2300 CORRECTIONS | <i>3 hours</i> |
| A study of the history, major philosophies, components and current practices, and problems in the field of corrections, including alternatives to incarceration, treatment programs, inmate control. | |
| ADJU 2400E LAW ENFORCEMENT OPERATIONS | <i>3 hours</i> |
| A study of the fundamentals of law enforcement operations. | |
| ADJU 3100 CRIMINAL INVESTIGATIONS | <i>3 hours</i> |
| A study of the fundamentals of the investigative processes. | |

Department of Mathematics

Professors: Baker, Zerger

Associate Professors: Brown; Hunt, *Chair*; Sullivan

The Department of Mathematics offers majors and a minor in Mathematics.

| | <i>Hours</i> |
|--|--------------|
| MATHEMATICS Major (B.A. Degree) | |
| MATH 1801 1802 Calculus, Intermediate Calculus..... | 8 |
| MATH 2535 History of Mathematics..... | 3 |
| MATH 2602 Introduction to Structured Programming | 3 |
| MATH 2801 Multivariable Calculus | 3 |
| MATH 2900 Introduction to Mathematical Proofs | 3 |
| MATH 3501 Linear Algebra..... | 3 |
| MATH 3533 Abstract Algebra | 3 |
| MATH 3541 Advanced Calculus | 3 |
| MATH 4400 Capstone Experience..... | 3 |
| Electives from mathematics at or above 3000 level..... | 9 |
| | Total: 41 |
| MATHEMATICS Major (B.S. Degree) | <i>Hours</i> |
| MATH 1801, 1802 Calculus, Intermediate Calculus..... | 8 |
| MATH 2535 History of Mathematics..... | 3 |
| MATH 2602 Introduction to Structured Programming | 3 |
| MATH 2801 Multivariable Calculus | 3 |
| MATH 2900 Introduction to Mathematical Proofs. | 3 |
| MATH 3501 Linear Algebra | 3 |
| MATH 3533 Abstract Algebra | 3 |
| MATH 3541 Advanced Calculus | 3 |
| MATH 4400 Capstone Experience..... | 3 |
| Electives in Mathematics at or above 3000 level..... | 9 |
| One of the following tracks:..... | 6-8 |
| PHYS 2521, 2522 General Physics I and II | |
| CHEM 1501, 1502 General Chemistry I and II | |
| ACC 1901, 1902 Principles of Accounting I and II | |
| ECON 1901, 1902 Principles of Economics I and II | |
| | Total 47-49 |

MATHEMATICS Minor

| | |
|---|----------|
| MATH 1601 Principles of Mathematics | 3 |
| MATH 1801, 1802 Calculus, Intermediate Calculus | 8 |
| MATH 2535 History of Mathematics | 3 |
| Electives in Mathematics courses at or above 2600 | 3 |
| Electives in Mathematics courses at or above 3000 | 3 |
| | Total 20 |

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Mathematics must satisfy the requirements for the B.A./B.S. degree and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog. Students must include in their program: MATH 3521 and MATH 3535.

MATHEMATICS Courses**MATH 1000 ELEMENTARY ALGEBRA***3 hours*

A study of fundamental concepts in basic mathematics, including fractions, factoring, graphing variables, inequalities, equations, real numbers, and functions, for students deficient in high school mathematics required for college admission. (Cannot be used for distribution requirement.) *Hours do not count towards 120 hours graduation requirement. (Offered only in Evening and Graduate Studies.)

MATH 1050 COLLEGE ALGEBRA*3 hours*

A rigorous and quick-paced study of the algebraic properties of the real numbers, including equations (linear and quadratic) and inequalities, functions (polynomials, rational, exponential, and logarithmic), and systems of equations.

MATH 1100 MODERN MATHEMATICS*3 hours*

An introduction to mathematical models including topics such as graph theory, scheduling problems, linear programming, coding theory, voting techniques, symmetry and patterns, consumer finance models, and logic.

MATH 1105 CULTURAL MATHEMATICS*3 hours*

A study of how mathematical ideas play a role in non-traditional societies, to include graph theory, logic and set theory, symmetry and patterns, group theory, and game theory applied to areas such as religion, social relations, art, calendar modeling, and story telling aspects.

MATH 1110 TOPICS IN MATHEMATICS*3 hours*

A study of selected topics from a cross-disciplinary perspective.

MATH 1120 SURVEY OF MATHEMATICS I*3 hours*

A broad study of number sense including set theory, logic, systems of numeration, number theory and the real number system, and basic algebra, graphs and functions. A student will not receive General Education credit in Math for both MATH 1120 and MATH 1100.

MATH 1121 SURVEY OF MATHEMATICS II*3 hours*

A broad study of patterns in math, including systems of equations, the metric system, intuitive geometry, modular arithmetic, probability and statistics,. This course is required of Elementary Education majors and Middle School Math majors.

MATH 1132 INTRODUCTION TO STATISTICS*3 hours*

An introduction to elementary statistics, including topics such as normal distribution, histograms, mean, standard deviations, confidence intervals, and hypothesis testing techniques.

MATH 1516 PRE-CALCULUS*3 hours*

A rigorous and quick-paced study of the structure and algebraic properties of the real numbers, including equations (linear and quadratic) and inequalities, functions (polynomials, rational, exponential, and logarithmic), systems of equations, and trigonometric functions (including angles, measurements, and right triangle trigonometry). Cannot be taken if credit has already been received for MATH 1801. This course is intended (and prerequisite) for those students who plan on taking either MATH 1701 or MATH 1801.

MATH 1601 PRINCIPLES OF MATHEMATICS*3 hours*

A study of the foundations of modern mathematics, including concepts which may be taken from the areas of graph theory, combinatorics and counting techniques, topology (including non-Euclidean geometry), mathematical modeling, linear algebra, modern algebra, and number theory.

MATH 1701 APPLIED CALCULUS*3 hours*

This course will illustrate methods for solving problems typically encountered in the social, natural, and life sciences and in business. Emphasis is on application rather than formal theory.

School of Arts and Sciences - Mathematics

- MATH 1801 CALCULUS** *4 hours*
A study of the calculus of functions of a single variable. Topics may include techniques and application of differentiation, basic techniques of integration, applications of integration, elementary numerical integration, improper integrals, and l'Hopital's Rule.
- MATH 1802 INTERMEDIATE CALCULUS** *4 hours*
A continuation of the study of the calculus of functions of a single variable. Topics may include more advanced techniques of integration, infinite sequences and series, power series, (including Taylor and Maclaurin series), parametric equations and polar coordinates. Prerequisite: MATH 1801.
- MATH 2535 HISTORY OF MATHEMATICS** *3 hours*
A historical integration of mathematical ideas, content, settings and biography, with particular attention to values of invention, creativity and application, as well as the influence of classical mathematics on recent developments. Prerequisite: MATH 1801 or MATH 1701.
- MATH 2602 INTRODUCTION TO STRUCTURED PROGRAMMING** *3 hours*
The initial programming course, to include control structures, stepwise refinements, top down analysis, data types, file structures, string manipulation, and arrays. Prerequisite: MATH 1801 or MATH 1701.
- MATH 2801 MULTIVARIABLE CALCULUS** *3 hours*
A study of the calculus of functions of two or more variables and of vector-valued functions. Topics may include techniques and applications of differentiation, techniques and applications of iterated integrals, line integrals and surface integrals, Green's Theorem, Stoke's Theorem and the Divergence Theorem. Prerequisite: MATH 1802.
- MATH 2900 INTRODUCTION TO MATHEMATICAL PROOFS** *3 hours*
An introduction to reading and writing mathematical proofs. Proof techniques and methods will be applied in areas that may include logic, sets, relations, functions, continuity, convergence, and countability arguments. Prerequisites: MATH 1801 or MATH 1701.
- MATH 3501 LINEAR ALGEBRA** *3 hours*
A study of the theory and applications of vector spaces, linear transformations, and matrices. Prerequisite: MATH 1801 or MATH 1701.
- MATH 3515 NUMERICAL ANALYSIS** *3 hours*
An introduction to numerical methods utilizing the computer, including the solution of a system of linear equations, solution of non-linear equations, numerical differentiation and integration. Prerequisites: MATH 2602.
- MATH 3521 MATHEMATICAL STATISTICS** *3 hours*
A study of the theory and applications of probability and statistics, including discrete and continuous probability models and hypothesis testing. Prerequisite: MATH 1801.
- MATH 3531 DIFFERENTIAL EQUATIONS** *3 hours*
A study of the methods of solution of ordinary differential equations, linear differential equations with constant coefficients, non-homogenous equations, inverse differential operators and transforms. Prerequisite: MATH 1802.
- MATH 3533 ABSTRACT ALGEBRA** *3 hours*
A study of basic algebraic structures, including groups, rings, and fields. Prerequisite: MATH 2900 and MATH 3501.
- MATH 3535 COLLEGE GEOMETRY** *3 hours*
A thorough study of Euclidean Geometry including Euclidean constructions and proof for polygons and circles involving congruence, area, loci, proportion and similarity. The study will also include Non-Euclidean Geometries. Prerequisite: MATH 2900 or permission of instructor.
- MATH 3541 ADVANCED CALCULUS** *3 hours*
Rigorous treatment of real numbers, elements of set theory, sequences, limits, continuity, differentiation, and integration. Prerequisite: MATH 1802 and MATH 2900.
- MATH 4101 MATHEMATICS SEMINAR** *1-3 hours*
Reading, discussion, independent research and written reports on a topic selected by the department. Prerequisite: Permission of Instructor.
- MATH 4201 PRACTICUM IN MATHEMATICS** *3 hours*
An application of theory and methods of specific areas of mathematics in a supervised field experience. Prerequisite: permission of Department Chairman.
- MATH 4301 INDEPENDENT STUDY IN MATHEMATICS** *1-4 hours*
Self-directed study following a contractual plan initiated by the student and accepted by the staff. Prerequisite: permission of Department Chairman.

School of Arts and Sciences - Modern Foreign Languages

MATH 4400 CAPSTONE EXPERIENCE*3 hours*

A capstone experience for advanced mathematics majors to integrate content learned in courses spanning the major, including analysis, synthesis and evaluation of learned knowledge, in a project having a professional focus and effective communication of the results of the study. Course requirements also include a satisfactory score on a major field achievement test. Prerequisite: Junior or Senior Math Major.

Department of Modern Foreign Languages

Professors: Peevy; Wilson, *Chair*

Instructor: Dietschi-Henderson

The Department of Modern Foreign Languages offers a major and minor in Spanish.

SPANISH Major (B.A. Degree)

| | |
|---|--------------|
| SPAN 2011, 2012 Intermediate Spanish I, II | 6 |
| SPAN 3021 Advanced Spanish Grammar | 3 |
| SPAN 3022 Advanced Spanish Composition | 3 |
| SPAN 3023 Advanced Spanish Conversation and Phonetics | 3 |
| SPAN 3024 Culture of Spain or SPAN 3025 Culture of Spanish America | 3 |
| Electives in Spanish selected from SPAN 2023 and/or 3000 level or above | 12 |
| SPAN 4301 Internship | 3 |
| SPAN 4401 Senior Project | 1-3 |
| Total: | 34-36 |

NOTE: At least six of the credit hours required for the major must be earned through a departmentally-approved program in a Spanish-speaking country.

SPANISH Minor

| | |
|--|-----------|
| SPAN 2011, 2012 Intermediate Spanish I, II | 6 |
| SPAN 3021 Advanced Spanish Grammar | 3 |
| SPAN 3022 Advanced Spanish Composition | 3 |
| SPAN 3023 Advanced Spanish Conversation and Phonetics | 3 |
| Electives in Spanish from SPAN 2023 and/or 3000 level or higher SPAN | 3 |
| Total: | 18 |

SPECIAL SUBJECT (K-12) TEACHER LICENSURE

Students seeking special subject (grades K-12) teacher licensure in Spanish Education must satisfy the requirements for the B.A. degree in Spanish and for undergraduate teacher licensure (including the Special Subject Area Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog.

FRENCH Courses**FREN 1001 ELEMENTARY FRENCH I***3 hours*

An introduction to the French language, both oral and written.

FREN 1002 ELEMENTARY FRENCH II*3 hours*

A continuation of the introduction to the French language.

FREN 2011 INTERMEDIATE FRENCH I*3 hours*

A third-semester course which reinforces first-year proficiencies in reading, writing, listening and speaking. Cross-cultural aspects within contextual situations will be emphasized.

FREN 2012 INTERMEDIATE FRENCH II*3 hours*

A fourth-semester course which further reinforces proficiencies in the basic language skills with additional emphasis on cultural diversities.

FREN 4003 INDEPENDENT STUDY IN FRENCH*1-4 hours*

Self-directed study following a contractual plan initiated by the student and approved by the departmental faculty.

GERMAN Courses**GERM 1001 ELEMENTARY GERMAN I***3 hours*

An introduction to the German language, both oral and written.

School of Arts and Sciences - Modern Foreign Languages

| | |
|---|------------------|
| GERM 1002 ELEMENTARY GERMAN II | <i>3 hours</i> |
| A continuation of the introduction to the German language. | |
| GERM 2011 INTERMEDIATE GERMAN I | <i>3 hours</i> |
| A third-semester course which reinforces first-year proficiencies in reading, writing, listening and speaking. Cross-cultural aspects within contextual situations will be emphasized. | |
| GERM 2012 INTERMEDIATE GERMAN II | <i>3 hours</i> |
| A fourth-semester course which further reinforces proficiencies in the basic language skills with additional emphasis on cultural diversities. | |
| GERM 4003 INDEPENDENT STUDY IN GERMAN | <i>1-4 hours</i> |
| Self-directed study following a contractual plan initiated by the student and accepted by the staff. | |
| <u>SPANISH Courses</u> | |
| SPAN 1001 ELEMENTARY SPANISH I | <i>3 hours</i> |
| An introduction to the Spanish language, both oral and written. | |
| SPAN 1002 ELEMENTARY SPANISH II | <i>3 hours</i> |
| A continuation of the introduction to the Spanish language. | |
| SPAN 2011 INTERMEDIATE SPANISH I | <i>3 hours</i> |
| A third-semester course which reinforces first-year proficiencies in reading, writing, listening and speaking. Cross-cultural aspects within contextual situations will be emphasized. | |
| SPAN 2012 INTERMEDIATE SPANISH II | <i>3 hours</i> |
| A fourth-semester course which further reinforces proficiencies in the basic language skills with additional emphasis on cultural diversities. | |
| SPAN 2023 INTERMEDIATE SPANISH CONVERSATION | <i>3 hours</i> |
| An intensive second-year course which reinforces conversational skills on the intermediate level and offers an introduction to Spanish phonetics. Because of its different emphasis, this course may be taken in addition to SPAN 2012; at the discretion of departments which require intermediate proficiency, this course may be accepted in lieu of SPAN 2012 to satisfy this proficiency. Prerequisites: (1) Placement through Fall testing; or (2) Completion of SPAN 1001, 1002, and 2011. | |
| SPAN 2051 HISPANICS IN THE U.S. | <i>3 hours</i> |
| An examination of Latino minority communities through film, literature, and interdisciplinary readings. All work will be done in English. | |
| SPAN 2052 HISPANIC CULTURE IN LITERATURE AND FILM | <i>3 hours</i> |
| An examination of Peninsular and Latin American cultures through film, fiction, and drama. All work will be done in English. | |
| SPAN 3011 SPANISH LITERATURE TO THE EIGHTEENTH CENTURY | <i>3 hours</i> |
| A survey of Medieval, Renaissance, and Golden Age Spanish literature. All work will be done in Spanish. Prerequisite: SPAN 2012. | |
| SPAN 3012 SPANISH LITERATURE 1700 TO PRESENT | <i>3 hours</i> |
| A survey of Spanish Literature from the Enlightenment, Romanticism, the Generation of 1898, and the modern period. Prerequisite: SPAN 2012. | |
| SPAN 3013 SPANISH AMERICAN LITERATURE | <i>3 hours</i> |
| A survey of the important works of Spanish American literature. All course work will be done in Spanish. Prerequisite: SPAN 2012. | |
| SPAN 3021 ADVANCED SPANISH GRAMMAR | <i>3 hours</i> |
| An intensive exploration of Spanish grammar. Prerequisite: SPAN 2011 and 2012, placement exam. | |
| SPAN 3022 ADVANCED SPANISH COMPOSITION | <i>3 hours</i> |
| Intensive practice of compositional skills in Spanish, to include a variety of writing formats and writing strategies. Prerequisite: SPAN 2012. | |
| SPAN 3023 ADVANCED SPANISH CONVERSATION AND PHONETICS | <i>3 hours</i> |
| Intensive practice in oral skills in Spanish, including conversations and presentations, along with a thorough study of Spanish phonetics. All work will be done in Spanish. Prerequisite: SPAN 2012. | |
| SPAN 3024 CULTURE OF SPAIN | <i>3 hours</i> |
| A study of the history, art, daily life, and various regional and national cultures of Spain. All course work will be done in Spanish. Prerequisite: SPAN 2012. | |

- SPAN 3025 CULTURE OF SPANISH AMERICA** *3 hours*
A study of the history, art, daily life, and various regional and national cultures of Spanish America. All course work will be done in Spanish. Prerequisite: SPAN 2012.
- SPAN 3026 INTRODUCTION TO SPANISH LINGUISTICS** *3 hours*
A detailed examination of Spanish syntax, morphology, history of the language, and phonetics/phonology. Prerequisite: SPAN 2012.
- SPAN 3027 FOREIGN LANGUAGE METHODS** *3 hours*
An examination of the theoretical and practical issues, relating to the teaching of foreign languages. Prerequisite: SPAN 2012.
- SPAN 4001 SPANISH SEMINAR** *3 hours*
Reading, discussion, independent research, and written reports on a topic selected by the department. All course work will be done in Spanish. Prerequisite: SPAN 2012.
- SPAN 4002 SPECIAL TOPICS** *3 hours*
A study of a topic selected by the department focusing on an area of interest in the Spanish language and Hispanic culture. All course work will be done in Spanish. Prerequisite: SPAN 2012.
- SPAN 4003 INDEPENDENT STUDY IN SPANISH** *1-4 hours*
Self-directed study following a contractual plan initiated by the student and accepted by the staff. Prerequisite: SPAN 2012
- SPAN 4201 PRACTICUM** *1-12 hours*
Applied projects or field experience under the direction of the departmental supervisor in Spanish, such as language instruction, specialized tutoring, translation or interpretation. Prerequisite: SPAN 2012, formalized plan, departmental supervisor, and permission of Department Chairperson.
- SPAN 4301 INTERNSHIP** *1-12 hours*
Field experience in some aspect of Spanish with the formal evaluation, supervision, and direction provided by an outside agency in concert with the supervisory professor and student. Prerequisite: SPAN 2012, formalized plan, permission of coordinating professor, outside supervisor and department chairperson. Application must be approved in the semester preceding the one in which the internship is to be undertaken.
- SPAN 4401 SENIOR PROJECT** *1-3 hours*
An individual, capstone experience for Majors taken in the student's final semester which focuses on substantive research and formal presentation of a topic chosen by the student and under the direction of a department professor. All work will be done in Spanish. Prerequisite: SPAN 2012 and permission of Department Chair.

PHYSICS Courses

- PHYS 1110 TOPICS IN PHYSICS** *1-4 hours*
A study of selected topics.
- PHYS 1501 ASTRONOMY** *3 hours*
A study of the characteristics, composition, and structure of the extraterrestrial universe, with emphasis on understanding the physical laws which govern its behavior.
- PHYS 1521 METEOROLOGY** *3 hours*
A study of the properties, structure, and dynamics of the lower atmosphere. The physical laws which govern weather and climate will be studied.
- PHYS 2521 GENERAL PHYSICS I** *4 hours*
An algebra-based introduction to Newtonian mechanics, conservation laws, motion, energy, and mechanical and thermal properties of matter. This course emphasizes quantitative problem-solving that requires mathematical skills comparable to MATH Pre-Calculus, Lecture and laboratory.
- PHYS 2522 GENERAL PHYSICS II** *4 hours*
An algebra-based introduction to wave motion, sound, light, electricity, magnetism, and nuclear processes. This course emphasizes quantitative problem-solving that requires mathematical skills comparable to MATH 1516 Pre-Calculus, Lecture and laboratory.
- PHYS 4301 INDEPENDENT STUDY** *1-6 hours*
A research project in the area of Physics carried out by the student under the direction of one of the members of the Chemistry and Physics Department faculty. Prerequisite: permission of Instructor.

Department of Psychology

Professors: Boulter; Brownlow, *Chair*

Assistant Professor: Wood

PSYCHOLOGY Major (B.A. Degree)

The intent of the program in Psychology is to provide a general but basic background in Psychology to serve students who (1) simply are interested in Psychology, (2) intend to enter the job market upon graduation, or (3) choose to pursue graduate education. To accomplish these varied goals, the Department is committed to a “general” approach to education in Psychology rather than presenting a specific school-of-thought.

The Psychology program thus is arranged so that every student completes a set of required courses called the Psychology “core.”

| | <i>Hours</i> |
|---|--------------|
| PSYCH Data Analysis for the Behavioral Sciences | 3 |
| PSYCH 2222 Experimental Psychology | 4 |
| PSYCH 2340 or 2350 Child or Adolescent Psychology | 3 |
| PSYCH 3380 Psychology of Personality | 3 |
| PSYCH 3480 Abnormal Psychology | 3 |
| PSYCH 3520 or 3530 Fund. of Learning or Cognitive Process | 4 |
| PSYCH 3560 Social Psychology | 4 |
| Electives in Psychology | 6 |
| | Total: 30 |

This “general” Psychology major is designed to give a student maximum flexibility in creating a program of study most in line with her or his career interests, as they develop. The student planning to pursue Graduate Education can build upon these requirements with appropriate department electives. The student who plans to gain employment immediately upon graduation could supplement this major with a minor program of study, e.g., Business Administration, English.

Students should consult with the Department Chair about their program as some courses of the core do require prior courses and some are given only in alternate years.

PSYCHOLOGY Minor

| | <i>Hours</i> |
|--|--------------|
| PSYCH 1110 General Psychology | 3 |
| Psychology Electives (2 must be at least 3000-level courses) | 15-17 |
| | Total: 18-20 |

PSYCHOLOGY Courses

PSYCH 1101 EXPLORING PSYCHOLOGY

3 hours

A survey of the major perspectives of psychology with an emphasis on individual human growth, behavior and mental processes. (Offered only in Evening and Graduate Studies.)

PSYCH 1110 GENERAL PSYCHOLOGY

3 hours

A study in the major perspectives of psychology with an emphasis on the nature and behavior of people and an examination of selected topics in the discipline.

PSYCH 1160 INTERPERSONAL RELATIONS

3 hours

A study of concepts, methods, problems, and experimental findings in interpersonal perceptions, communications, attitude formations, and learning processes as they affect behavior.

PSYCH 2101 SELECTED TOPICS IN PSYCHOLOGY

3 hours

A study of a topic selected by the department focusing on an area of particular interest within the disciplines. Topic is announced at Registration.

PSYCH 2221 DATA ANALYSIS FOR THE BEHAVIORAL SCIENCES

3 hours

Same as SOC 2221. A survey of the principles of descriptive and inferential statistics, measures of central tendency, variability and correlation, probability as applied to statistical decision-making, and parametric and nonparametric analysis of data, including ANOVA.

PSYCH 2222 EXPERIMENTAL PSYCHOLOGY

4 hours

The rationale and methods of psychological experimentation, to include experimental design, data collection and analysis, and report-writing. Lecture and laboratory.

School of Arts and Sciences - Psychology

| | |
|---|------------------|
| PSYCH 2280 PSYCH TESTS AND MEASUREMENTS | <i>3 hours</i> |
| The development, evaluation and application of psychological tests and procedures in the measurement of intelligence, aptitude, vocational interest and personality. Prerequisite: MATH 1123 or PSYCH 2221. | |
| PSYCH 2340 CHILD PSYCHOLOGY | <i>3 hours</i> |
| A survey of the physical, social, cognitive, and emotional development in children from conception to adolescence. | |
| PSYCH 2345 HUMAN DEVELOPMENT | <i>3 hours</i> |
| A survey of the important methods, theories, themes, issues and research findings in the field of lifespan developmental psychology. Prerequisites: Declared Athletic Training or Therapeutic Recreation major. | |
| PSYCH 2350 ADOLESCENT PSYCHOLOGY | <i>3 hours</i> |
| A study of physical, social, cognitive, and emotional development during the second decade of life. | |
| PSYCH 2470 HEALTH PSYCHOLOGY | <i>3 hours</i> |
| A study of the relationships among the mind, body, and society as they relate to physical health and illness. | |
| PSYCH 3380 PSYCHOLOGY OF PERSONALITY | <i>3 hours</i> |
| A comparative examination of the major dynamic, behavioral, and humanistic theorists of "normal personality" in format, dynamics and development of personality. | |
| PSYCH 3420 FUNDAMENTALS OF BEHAVIORAL NEUROSCIENCE | <i>3 hours</i> |
| A survey of the physiological correlates to behavior with an emphasis upon neurological and biochemical processes. | |
| PSYCH 3480 ABNORMAL PSYCHOLOGY | <i>3 hours</i> |
| A study of the classification, etiology, and treatment of personality disorganization. | |
| PSYCH 3490 INTRODUCTION TO COUNSELING | <i>3 hours</i> |
| A study of the basic concepts of counseling processes and techniques that induce changes in cognitions and behaviors. | |
| PSYCH 3501 SELECTED TOPICS IN PSYCHOLOGY | <i>1-4 hours</i> |
| A study of a topic selected by the department focusing on an area of particular interest within the discipline. Topic is announced at Registration. | |
| PSYCH 3510 HISTORY OF PSYCHOLOGY | <i>3 hours</i> |
| An investigation of the development of psychological thought from ancient Greece to the present. | |
| PSYCH 3520 FUNDAMENTALS OF LEARNING | <i>4 hours</i> |
| A survey of the basic theories and research of learning. Lecture and laboratory. Prerequisite: PSYCH 2222. (Offered in alternate years.) | |
| PSYCH 3530 FUNDAMENTALS OF COGNITIVE PROCESSES | <i>4 hours</i> |
| A survey of theory and research related to human cognitive functioning. Lecture and laboratory. Prerequisite: PSYCH 2222. (Offered in alternate years). | |
| PSYCH 3550 EDUCATIONAL PSYCHOLOGY | <i>3 hours</i> |
| The application of psychological concepts, theory, research and methods to the design, implementation and evaluation of effective instruction in school and non-school settings. Includes field placements. Prerequisite: PSYCH 2340 or PSYCH 2350 or equivalent. | |
| PSYCH 3560 SOCIAL PSYCHOLOGY | <i>4 hours</i> |
| A study of theory and research of individual behavior within a group context. Lecture and laboratory. Prerequisite: PSYCH 2222. | |
| PSYCH 3940 PSYCHOLOGY OF EXCEPTIONALITIES | <i>3 hours</i> |
| A survey of the characteristics, education, and social integration of people with physical, emotional, cultural, behavioral and/or cognitive exceptionalities. Prerequisite: PSYCH 2340 or 2350. | |
| PSYCH 3980 BEHAVIOR MODIFICATION | <i>3 hours</i> |
| A study of the basic principles and processes of behavior modification with emphasis on the design and implementation of reinforcement programs. | |
| PSYCH 4101 SEMINAR | <i>3 hours</i> |
| A style of learning involving reading, discussion, independent research and written reports on a selected area of inquiry. Topic is announced at Registration. Prerequisites: 12 hours in Psychology. | |
| PSYCH 4201 PRACTICUM | <i>1-6 hours</i> |
| An application of theory and methods of psychology to specific areas of psychological services in a supervised setting. Prerequisite: 12 hours in Psychology and permission of the Department Chair. | |

PSYCH 4301 INDEPENDENT STUDY IN PSYCHOLOGY

1-3 hours

Self-directed study following a contractual plan initiated by the student and accepted by the staff. Prerequisite: permission of the Department Chair.

Department of Religion & Philosophy

Professor: Sang

Assistant Professors: Clapp, Holtzman, *Chair*

RELIGION & PHILOSOPHY Major (B.A. Degree)

Hours

| | |
|--|----|
| The Religion & Philosophy Core (Required of All Religion & Philosophy Majors) | 18 |
| PHIL 2170 Ethics. | 3 |
| PHIL 2500 The Story of Philosophy..... | 3 |
| REL 1121 Hebrew Bible Introduction | 3 |
| REL 1122 New Testament Introduction..... | 3 |
| REL 2000 History of the Christian Church..... | 3 |
| REL 4500/PHIL 4500 Capstone in Religion & Philosophy | 3 |

Additionally, RELP majors must fulfill requirements for a departmental portfolio system.

Area of Concentration27-30

Selected from:

Theology & Philosophy (27) Christian Education (28) Outdoor Ministries (29-30)

Total Required Hours: 45-48

AREAS OF CONCENTRATION

Theology & Philosophy Concentration

| | |
|--|-----------|
| PHIL 1155 Introduction to Logic | 3 |
| PHIL 2050 Principles of Philosophy | 3 |
| PHIL 3575 Philosophy of Religion..... | 3 |
| REL 1035 Near Eastern Religions..... | 3 |
| REL 1036 Far Eastern Religions | 3 |
| REL 3600 Twentieth-Century Theologians | 3 |
| Departmental Electives | 9 |
| | Total: 27 |

Christian Education Concentration

| | |
|---|-----------|
| CA 1101 Public Speaking | 3 |
| EDUC 3010 Integrated Arts for Elementary Teachers | 3 |
| MUSIC 2134 Class Piano for Non-Majors..... | 1 |
| PSYCH 2340 Child Psychology or PSYCH 2350 Adolescent Psychology | 3 |
| REL 2035 Comparative Denominations | 3 |
| REL 2535 Christian Beliefs | 3 |
| REL 3000 Faith Development | 3 |
| REL 4401 Internship | 3 |
| Suggested or Departmental Electives | 6 |
| | Total: 28 |

Outdoor Ministries Concentration

| | |
|--|---|
| MGT 2501 Principles of Management | 3 |
| PER 2283 Camping and Outdoor Recreation | 2 |
| OR | |
| PER 2595 Organization and Administration of Recreation | 3 |
| PSYCH 2350 Adolescent Psychology | 3 |
| REL 2035 Comparative Denominations | 3 |
| REL 2535 Christian Beliefs | 3 |
| REL 3000 Faith Development | 3 |
| REL 3250 Principles and Practice of Community | 3 |
| REL 4401 Internship | 3 |
| Suggested or Departmental Electives | 6 |

Total: 29 or 30

School of Arts and Sciences - Religion & Philosophy

RELIGION & PHILOSOPHY Minors 18 hours
Religion & Philosophy

RELIGION & PHILOSOPHY Minor

PHIL1050 Philosophy & Culture3
PHIL 2170 Ethics3
REL 1030 Introduction to Religion3
REL 1121 Hebrew Bible Introduction OR 1122 New Testament Introduction3
Department Electives in REL and/or PHIL above 1000-level6
Total 18

RELIGION Minor

REL 1030 Introduction to Religion3
REL 1035 Near Eastern Religions3
REL 1122 New Testament Introduction3
Disciplinary Electives in REL, with 6 hours above 1000-level9
Total 18

PHILOSOPHY Minor

PHIL1050 Philosophy & Culture3
PHIL 1155 Introduction to Logic3
PHIL 2170 Ethics3
Disciplinary Electives in PHIL all above 1000-level9
Total 18

RELIGION Courses

REL 1030 INTRODUCTION TO RELIGION 3 hours

A study of the characteristic and universal features of religions as expressed in the institutions, rituals, beliefs, and other phenomena of religions of the past and present.

REL 1035 NEAR EASTERN RELIGIONS 3 hours

A study of the origins, development, literature, structures, and modes of life and thought of the major living religions that originated in the Near East: Judaism, Christianity, Islam and the modern denominations and sects which derive from them.

REL 1036 FAR EASTERN RELIGIONS 3 hours

A study of the origins, development, literature, structures, and modes of life and thought of the major living religions that originated in India and the Far East, including Hinduism, Buddhism, Zen, Confucianism, Taoism, Shinto, and current movements and cults which derive from these faiths.

REL 1121 HEBREW BIBLE INTRODUCTION 3 Hours

An introduction to the academic study of the books of the Hebrew Bible (Old Testament), their historical setting, and their religious and theological content.

REL 1122 NEW TESTAMENT INTRODUCTION 3 hours

An introduction to the documents of the New Testament, their origins and interpretation.

REL 1577 TOPICS IN RELIGION 3 hours

A study of a Religion topic, which may involve field work or study abroad. May be elected more than once.

REL 1801 MUSIC IN RITUAL, LITURGY AND WORSHIP 3 hours

An introduction to the Biblical, historic and aesthetic values of music in worship that includes an interpretive methodology for theological study, the history and meaning of religious ritual, the development of Christian worship from Jewish roots, the structure and integrity of the Church Year, the anatomy of hymns and hymnals, the Revised Common Lectionary, the Psalter, and a study of music in the Hebrew Bible and New Testament along with some Jewish ritual music. Same as MUSIC 1801.

REL 2000 HISTORY OF THE CHRISTIAN CHURCH 3 hours

A history of the Christian Church from its beginnings through the present day. (Offered in alternate years)

REL 2033 RELIGIONS IN THE WORLD MARKET 3 hours

A "history of religions" study of those world religions most likely to be encountered in the world market.(Offered only in Evening and Graduate Studies.)

REL 2035 COMPARATIVE DENOMINATIONS 3 hours

A comparative study of the beliefs/practices of major Christian denominations in America. (Offered in alternate years)

School of Arts & Sciences - Philosophy

| | |
|---|------------------|
| REL 2535 CHRISTIAN BELIEFS | <i>3 hours</i> |
| A non-denominational study of basic Christian doctrines. | |
| REL 2577 TOPICS IN RELIGION | <i>3 hours</i> |
| A study of a Religion topic, which may involve field work or study abroad. May be elected more than once. | |
| REL 2800 PAUL AND HIS WRITINGS | <i>3 hours</i> |
| A historical study of the life, letters and theology of the Apostle Paul. | |
| REL 3000 FAITH DEVELOPMENT | <i>3 hours</i> |
| An exploration into the ways that people experience faith and the development of their faith. Consideration of the curricula and program approaches appropriate for the facilitation of various stages of development. (Offered in alternate years) | |
| REL 3250 PRINCIPLES AND PRACTICE OF COMMUNITY | <i>3 hours</i> |
| A study of the scriptural and theological bases for community, the principles of hospitality and the practical application of these principles, to include program development, worship, and the ministries of serving and hosting. (Offered in alternate years.) | |
| REL 3577 TOPICS IN RELIGION | <i>3 hours</i> |
| A study of a Religion topic which may include field work or study abroad. May be elected more than once. Prerequisite: Permission of Instructor. | |
| REL 3600 TWENTIETH-CENTURY THEOLOGIANS | <i>3 hours</i> |
| A study of the major movements within 20th-century Christian theology. (Offered in alternate years) | |
| REL 4170 SEMINAR IN RELIGION | <i>3 hours</i> |
| Reading, discussion, independent research, and formal reports on a theme or problem designated by the instructor. | |
| REL 4370 INDEPENDENT STUDY IN RELIGION | <i>1-4 hours</i> |
| Self-directed study following a contractual plan initiated by the student and accepted by the staff. | |
| REL 4401 INTERNSHIP | <i>3 hours</i> |
| A field experience in Religion in which formal evaluation, supervision, and direction are provided by an outside agency in concert with the supervising professor and student. | |
| REL 4500 CAPSTONE SEMINAR IN RELIGION | <i>3 hours</i> |
| A seminar for senior Religion majors that will integrate knowledge learned in the major and in the student's experience, emphasizing reading, writing and oral communication skills. | |
| <u>PHILOSOPHY Courses</u> | |
| PHIL 1050 PHILOSOPHY AND CULTURE | <i>3 hours</i> |
| An elementary introduction to philosophy through consideration of the role of philosophy in culture. . Students may not receive General Education credit for both PHIL 1050 and PHIL 2050. | |
| PHIL 1155 INTRODUCTION TO LOGIC | <i>3 hours</i> |
| A study of basic structure in reasoning and of methods for the recognition and use of valid deductive argument forms. Students may not receive General Education credit for both PHIL 1155 and PHIL 1166. | |
| PHIL 1166 CRITICAL THINKING | <i>3 hours</i> |
| A study of reasoning that emphasizes informal critical thinking. Students may not receive General Education credit for both PHIL 1155 and PHIL 1166. | |
| PHIL 1577 TOPICS IN PHILOSOPHY | <i>3 hours</i> |
| A study of a Philosophy topic, which may involve field work or study abroad. May be elected more than once. | |
| PHIL 2050 PRINCIPLES OF PHILOSOPHY | <i>3 hours</i> |
| An introduction to the subject, method and history of philosophy. For majors and minors. Students may not receive General Education credit for both PHIL 1050 and PHIL 2050. (Offered in alternate years) | |
| PHIL 2060 ANCIENT POLITICAL THEORY | <i>3 hours</i> |
| Same as POLS 2300. A critical analysis of the basic political writings of selected authors important to the development of western civilization, e.g., Plato, Aristotle, St. Augustine and St. Thomas. | |
| PHIL 2170 ETHICS | <i>3 hours</i> |
| A study of philosophical and theological ethics with emphasis on current ethical issues. | |

School of Arts & Sciences - Sociology

| | |
|--|------------------|
| PHIL 2171 ENVIRONMENTAL ETHICS | <i>3 hours</i> |
| An examination of the relevance of ethics for environmental concerns. Attention will be given to historic ethical traditions about the environment, new and emerging forms of environmental ethics, and the practical application of ethics to current environmental issues. | |
| PHIL 2500 THE STORY OF PHILOSOPHY | <i>3 hours</i> |
| A survey of the history of philosophy from ancient to contemporary. (Offered in alternate years) | |
| PHIL 2540 PHILOSOPHY AND RELIGION IN LITERATURE | <i>3 hours</i> |
| An investigation of the philosophical and religious dimensions of selected literature. (Offered in alternate years) | |
| PHIL 2577 TOPICS IN PHILOSOPHY | <i>3 hours</i> |
| A study of a Philosophy topic, which may involve field work or study abroad. May be elected more than once. | |
| PHIL 3060 PHILOSOPHY OF HISTORY | <i>3 hours</i> |
| Same as HIST 3000. An examination of the methodological and philosophical concerns of history as these have been viewed by historians from Herodotus to Braudel. | |
| PHIL 3575 PHILOSOPHY OF RELIGION | <i>3 hours</i> |
| An analysis of the phenomenon of religion from a philosophical perspective. Prerequisite: one course in either religion or philosophy. (Offered in alternate years.) | |
| PHIL 3577 TOPICS IN PHILOSOPHY | <i>3 hours</i> |
| A study of a Philosophy topic which may involve field work or study abroad. May be elected more than once. Prerequisite: Permission of instructor. | |
| PHIL 4170 SEMINAR IN PHILOSOPHY | <i>3 hours</i> |
| Reading, discussion, independent research, and formal reports on a theme or problem designated by the instructor. | |
| PHIL 4370 INDEPENDENT STUDY IN PHILOSOPHY | <i>1-4 hours</i> |
| Self-directed study following a contractual plan initiated by the student and accepted by the staff. | |
| PHIL 4401 INTERNSHIP | <i>3 hours</i> |
| A field experience in Philosophy in which formal evaluation, supervision, and direction are provided by an outside agency in concert with the supervising professor and student. | |
| PHIL 4500 CAPSTONE SEMINAR IN PHILOSOPHY | <i>3 hours</i> |
| A seminar for senior Philosophy majors that will integrate knowledge learned in the major and in the student's experience, emphasizing reading, writing and oral communication skills. | |

Department of Sociology

Professor: Bolick

Associate Professor: Vandergriff-Avery, *Chair*

Assistant Professor: Smith

| | |
|---|--------------|
| SOCIOLOGY Major (B.A. Degree) | <i>Hours</i> |
| SOC 1101 Introduction to Sociology | 3 |
| SOC 1501 Social Problems | 3 |
| SOC 2201 Contemporary Social Theory..... | 3 |
| SOC 2221 Data Analysis for the Behavioral Sciences OR MATH 1132 Introduction to Statistics..... | 3 |
| SOC 2301 Social Science Research | 3 |
| SOC 2401 Social Inequalities | 3 |
| SOC 4101 Sociology Capstone Seminar..... | 3 |
| Sociology electives (9 hours must be at least 3000-level courses)..... | 18 |
| | Total: 36 |

Secondary Teacher Licensure

Students seeking secondary (grades 9-12) teacher licensure in Comprehensive Social Studies must satisfy the requirements for the B.A. degree and for undergraduate teacher licensure (including the Secondary Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog. Students must include in their program: HIST 1112, 1113, 1114, 1201, 1202, 2400, 3310; ECON 1901; EDUC 2105; POLS 1101; SOC 1101 or 1501.

| SOCIOLOGY Minor | <i>Hours</i> |
|---|--------------|
| SOC 1101 Introduction to Sociology | 3 |
| SOC 2201 Contemporary Social Theory or SOC 2301 Social Science Research | 3 |
| Electives in Sociology (6 hours must be at least 2000- level courses)..... | 12 |
| | Total: 18 |

SOCIOLOGY Courses

| | |
|--|------------------|
| SOC 1101 INTRODUCTION TO SOCIOLOGY | <i>3 hours</i> |
| An introduction to “the sociological imagination,” a distinctive way of understanding human behavior. The course is a broad survey of the principles, methods, concepts, and theoretical perspectives of sociology. | |
| SOC 1202 CULTURAL ANTHROPOLOGY | <i>3 hours</i> |
| An introduction to the theories, methods, and concepts of cultural anthropology, with an emphasis on global and historical cultural diversity. | |
| SOC 1301 MARRIAGE AND FAMILIES | <i>3 hours</i> |
| A study of intimate relationships and families including mate selection, gender roles, communication, early marital adjustment, finances, and parenthood. | |
| SOC 1501 SOCIAL PROBLEMS | <i>3 hours</i> |
| A survey of major contemporary social problems and solutions designed to ameliorate these problems. | |
| SOC 2101 CRIME AND DELINQUENCY | <i>3 hours</i> |
| An analysis of the nature and extent of criminal behavior, current practices in crime control, and the criminal justice system. | |
| SOC 2104 SELECTED TOPICS IN SOCIOLOGY | <i>3 hours</i> |
| An investigation of a selected topic of a major importance in the field of sociology at the introductory level. | |
| SOC 2201 CONTEMPORARY SOCIAL THEORY | <i>3 hours</i> |
| A study of functionalist, exchange, conflict, and other theories and their relevance to modern Sociology. Prerequisite: SOC 1101. | |
| SOC 2221 DATA ANALYSIS FOR THE BEHAVIORAL SCIENCES | <i>3 hours</i> |
| Same as PSYCH 2221. A survey of the principles of descriptive and inferential statistics, measures of central tendency, variability and correlation, probability as applied to statistical decision-making, and parametric and non parametric analysis of data, including ANOVA. | |
| SOC 2301 SOCIAL SCIENCE RESEARCH | <i>3 hours</i> |
| An introduction to the process of social science research and an overview of the research methods most commonly used in sociology, political science, psychology, and related fields. Prerequisite: at least one course in political science, psychology, or sociology. | |
| SOC 2401 SOCIAL INEQUALITIES | <i>3 hours</i> |
| An examination of patterns of social stratification and inequality in modern industrial societies, particularly inequalities based on race, class, and gender. | |
| SOC 2601 SOCIOLOGY OF WORK AND ORGANIZATIONS | <i>3 hours</i> |
| A study of concepts, methods, and theoretical perspectives in the sociological study of formal organizations, occupations, and work. Includes examples and applications from the private, public, and nonprofit sectors. (Offered in alternate years.) | |
| SOC 3101 MINORITY-MAJORITY RELATIONS | <i>3 hours</i> |
| An analysis of the relations between dominant and minority groups in American society. Prerequisite: SOC 2401. | |
| SOC 3104 SELECTED TOPICS IN SOCIOLOGY | <i>1-3 hours</i> |
| An investigation of a selected topic of major importance in the field of Sociology. | |
| SOC 3502 SOCIAL CHANGE AND SOCIAL MOVEMENTS | <i>3 hours</i> |
| An examination of traditional and contemporary theories of social change, with an emphasis on the study of collective behavior and social movements. Includes case studies of selected past and present movements. Prerequisite: SOC 1101 or SOC 1501. | |
| SOC 3503 APPLIED SOCIOLOGY: ACTION RESEARCH IN THE HUMAN SERVICES | <i>3 hours</i> |
| An exploration of the role and purpose of human service agencies and how to evaluate these agencies. Students will apply sociological concepts to their direct work with a local human service agency. Prerequisite: SOC 1101 or SOC 1501 or permission of Instructor. | |

School of Arts & Sciences - Forestry & Environmental Studies / Medical Technology

SOC 4101 SOCIOLOGY CAPSTONE SEMINAR*3 hours*

A capstone experience for Sociology majors that will integrate knowledge learned in the major. Prerequisite: Senior-level standing or permission of Instructor.

SOC 4201 FIELDWORK IN SOCIOLOGY*1-6 hours*

Practical field experience in a socially oriented agency. Prerequisite: SOC 1101 and permission of the Instructor. (Application must be completed one semester in advance of registration.)

SOC 4202 PRACTICUM IN SOCIOLOGY*1-6 hours*

An application of sociological theory and methods to a supervised research project.

SOC 4301 INDEPENDENT STUDY IN SOCIOLOGY*1-4 hours*

Swifa-directed study following a contractual plan initiated by the student and accepted by the staff.

INTERDISCIPLINARY & COOPERATIVE Programs

FORESTRY AND ENVIRONMENTAL STUDIES - In cooperation with the School of Forestry and Environmental Studies at Duke University, Catawba College offers programs leading to graduate study in natural resources and the environment. The cooperative program combines liberal and professional education for students with interests in these fields.

Duke University accepts students from this program after three years of undergraduate study or upon completion of the baccalaureate degree. However, experience indicates that the program is best suited to students who have earned the Bachelor's degree. Prospective candidates should indicate to the Admissions Office that they wish to enroll in a Pre-Forestry/Environmental Studies program.

MEDICAL TECHNOLOGY - In conjunction with the School of Medical Technology at the Wake Forest University School of Medicine, Catawba offers a program leading to the Bachelor of Science degree and preparation for the profession of Medical Technology.

The interested student should contact the Medical Technology Advisor (Dr. Beard) immediately in order to plan for this program. During the three years at Catawba, the student completes the general studies and orientation requirements as well as a minimum of 21 hours of Biology and 16 hours of Chemistry, plus courses in the following fields are strongly recommended: Physics, Genetics, Quantitative Analysis, Management, Statistics and Cost Analysis, and Computer Programming. The student is then ready to apply for admission to the School of Medical Technology.

If admitted to the School of Medical Technology, the student transfers there and receives the technical courses and practical experience over a twelve-month period.

Upon satisfactory completion of the sequence, in addition to receiving the B.S. degree from Catawba, the student is eligible to take the national examination for certification by the American Society of Clinical Pathologists.

MEDICAL TECHNOLOGY Major (B.S. Degree)*Hours*

| | |
|---|--------------|
| BIOL 1501 Molecules and Cells | 4 |
| BIOL 1502 Structure and Function of Organisms | 4 |
| BIOL 3562 Microbiology & Immunology | 4 |
| BIOL 4550 Cell Biology | 4 |
| CHEM 1501, 1502 General Chemistry I, II | 8 |
| CHEM 2501 Analytical Chemistry | 4 |
| CHEM 2601, 2602 Organic Chemistry I, II | 8 |
| BIOL 4501 Capstone in Biological Science | |
| OR | |
| CHEM 4100 Chemistry Research Seminar | 2-3 |
| Electives in Chemistry (2000+), Biology (2000+), or Physics (2000+) | 12 |
| Total: | 50-51 |

Ninety-four hours of academic work must be completed by end of junior year.

Some recommended elective courses:

General Physics (PHYS 2521, PHYS 2552), Genetics, (BIOL 3591), and Biochemistry (BIOL/CHEM 3552).

The Adrian L., Jr. & Dorothy L. Shuford School of Performing Arts

The Adrian L. & Dorothy L. Shuford, Jr. School of Performing Arts is named in honor of Adrian L. Shuford, Jr. and his wife, Dorothy Lewis-Griffith, of Conover, N.C. Mr. Shuford, a long-time benefactor of the College, was a member of the Board of Trustees for over fifty years and served twenty-five of those years as chairman. The School includes the Departments of Music, and Theatre Arts.

Department of Music

Professor: McCachren

Associate Professors: Chamberlain; Etters; Fish, *Chair*

Artists in residence: Pier, Reed

Staff Keyboardist: Harper

The Department of Music offers a major in Music with concentrations in Music Performance, Sacred Music, Music Education, Popular Music, and Music Business, and a minor in Music.

ENTRY REQUIREMENTS

Auditions. Students who wish to major or minor in music are required to audition on their major instrument before being admitted. (Those interested in only pursuing the concentration in Music Business are instead interviewed.) The audition should include a minimum of two contrasting works and may include scales, arpeggios, and sight-reading.

Application for admission to all teacher licensure programs is made directly to the Department of Teacher Education.

Theory Entrance Exam. All prospective music majors, minors, and any other students who wish to enroll in Music Theory, will be required to take a placement exam to assess the students' readiness for MUSIC 1511. MUSIC 1105 will be required as a prerequisite for Music Theory for those whose exam results indicate this need. This exam is administered at the time of the performance auditions as well as during the week prior to registration for the fall semester.

Piano Proficiency Exam. Music students will demonstrate piano proficiency as a requirement of the major or minor. A proficiency exam is offered at the time of the performance auditions and during the week prior to registration for the fall semester, to determine the level at which the student should begin study. Students may forfeit the exam and begin at the Class Piano I level of study.

GENERAL REQUIREMENTS IN MUSIC STUDIES

Piano Proficiency. Before graduation, students with Music Performance, Sacred Music, and Music Education concentrations must achieve proficiency at the Class Piano IV level, while those in Music Business must achieve proficiency at the Class Piano II level. Specific proficiency requirements are available in the Music Department Office.

Recital Performance. Students concentrating in any area of music and who are enrolled in Major Private Instruction will perform on at least one Performance Hour each semester. Students pursuing Music Performance and Sacred Music concentrations are required to give a 30 minute recital during their junior year and a 60 minute recital during their senior year. Those in Music Education will give a 30 minute recital during their senior year. Applications for faculty approval for these recitals are available in the Music Department Office.

Recital and Concert Attendance. Students concentrating in any area of music attend all student Performance Hours. Additionally, students will attend a total of ten recitals and concerts each semester, plus at least two non-music events. A list of performances from which the student may choose is posted each semester and attendance forms are available. The student is responsible for completing and returning these forms promptly.

Jury Examinations. All students enrolled in Major Applied Instruction will demonstrate progress towards achieving semester goals for a faculty jury at the end of each semester.

Sophomore Performance Review. To attain Junior Status in the Music program, students in the Music Performance, Music Education, and Sacred Music concentrations must be evaluated in performance during the second semester of the sophomore year. The student must pass MUSIC 1512 and present a successful Sophomore Performance Review before continuing the chosen program or presenting required degree recitals. Guidelines are available in the Music Department Office.

MUSIC Major (B.A. Degree)

Hours

The Music Core (Required of all Music Majors)

14-16

MUS 1511 Music Theory I3

MUS 1512 Music Theory II3

MUS 1516 Aural Skills I1

MUS 1517 Aural Skills II1

MUS 2135 Class Piano I (or equivalent Proficiency)0-1

MUS 2136 Class Piano II (or equivalent proficiency)0-1

School of Performing Arts - Music

MUS 3713 Survey of Music History I3
 MUS 3714 Survey of Music History II.....3

Area of Concentration

Students will select one from the following areas of concentration in addition to the Core:

- Music Business Music Education Music Performance Popular Music Sacred Music

Music Business Concentration

The Music Business Concentration is designed to prepare the student to pursue a business career related to the field of music.

MUS 0111 Music Seminar (every semester as a declared Music Business Concentration)0
 MUS 0113 World Music.....3
 MUS 2360 Principles of Music Business3
 MUS 3361 Intermediate Music Business3
 MUS 3362 Advanced Music Business2
 MUS 4201 Music Practicum1
 MUS 4401 Internship3
 MUS 4360 Senior Music Project1
 ACC 1901 Principles of Accounting I3
 ECON 1902 Principles of Economics II3
 MGT 2501 Principles of Management3
 MKT 2501 Principles of Marketing3
 Music Ensemble3
 Applied Music2
 Music Ensemble (4 semesters)4
 Music or Cognate Electives.....10
Total: 44

Music Education Concentration

The Music Education Concentration is designed to provide study and experiences to meet the music competencies expected by the State of North Carolina for K-12 music teacher licensure. In addition to the courses listed below, the Music Education student will be expected to meet departmental requirements of recital performance, ensemble participation, and attendance at certain musical recitals and performances, as well as to pass both a theory and a performance exam by the end of the sophomore year.

| | <i>Hours</i> |
|--|--------------|
| MUS 0111 Music Seminar (4 semesters)..... | 0 |
| MUS 0390 Half Recital..... | 0 |
| MUS 1113 World Music..... | 3 |
| MUS 2137 Class Piano III (or equivalent proficiency)..... | 1 |
| MUS 2138 Class Piano IV (or equivalent proficiency)..... | 1 |
| MUS 2145 Class Voice..... | 1 |
| MUS 2221 String Methods..... | 1 |
| MUS 2222 Woodwinds Methods..... | 1 |
| MUS 2223 Brass Methods..... | 1 |
| MUS 2224 Percussion Methods..... | 1 |
| MUS 2521 Music Theory III..... | 3 |
| MUS 2522 Music Theory IV..... | 3 |
| MUS 2525 Aural Skills III..... | 1 |
| MUS 2526 Aural Skills IV..... | 1 |
| MUS 3537 Music in the Elementary School..... | 2 |
| MUS 3546 Curriculum, Methods and Materials: Middle and Secondary School..... | 3 |
| MUS 3732 Choral Conducting..... | 2 |
| MUS 3733 Instrumental Conducting and Arranging..... | 2 |
| MUS 4500 Capstone in Music Education..... | 2 |
| Applied Music (MAJOR)..... | 7 |
| Music Ensemble (minimum of 7 semesters)..... | 7 |
| Must be selected according to student's principal instrument | |
| Instrumental: MUS 1195 | |
| Vocal: MUS 1193 or MUS 1196 | |
| Keyboard: MUS 1193, MUS 1195, MUS 1196 | |

School of Performing Arts - Music

Music Performance Concentration

The Music Performance Concentration is designed to prepare the student for a performance career, a private teaching career, and/or graduate studies in performance. Students pursuing this concentration will focus their music studies in voice or on a particular instrument with the goal of developing as a performer, exhibiting with a high degree of musical, artistic, and technical accomplishment. Acceptance in the Music Performance Concentration is based on an audition.

| | |
|--|-----|
| MUS 0111 Music Seminar (4 semesters)..... | 0 |
| MUS 1113 World Music | 3 |
| MUS 0390 Half Recital..... | 0 |
| MUS 0391 Recital | 0 |
| MUS 0392 | 0 |
| MUS 2137 Class Piano III (or equivalent proficiency) | 0-1 |
| MUS 2138 Class Piano IV(or equivalent proficiency) | 0-1 |
| MUS 2521 Music Theory III | 3 |
| MUS 2522 Music Theory IV | 3 |
| MUS 2525 Aural Skills III | 1 |
| MUS 2526 Aural Skills IV | 1 |
| MUS 3219 Literature and Pedagogy | 3 |
| MUS 3732 Choral Conducting | 2 |
| MUS 3733 Instrumental Conducting and Arranging | 2 |
| Applied Music (MAJOR) | 12 |
| Music Ensemble (must enroll every semester) | 8 |
| Must be selected from MUS 1193, MUS 1194, MUS 1195, MUS 1196 | |
| Electives in Music | 3 |
| Choose from one of the following | 1 |
| MUS 1192 Small Ensembles, Instrumental (instrumentalists) | |
| MUS 2133 Accompanying Techniques (pianists) | |
| MUS 2145 Class Voice (vocalists) | |

Total 42-44

Popular Music Concentration

The Popular Music Concentration is designed to prepare the student to pursue a career in popular music. It combines study in performance, songwriting, music business and music technology/audio recording along with the theory and history of popular music. As a capstone experience, each student completes an individually designed Senior Music Project. Double majoring in Music Business is supported.

| | |
|---|---|
| MUS 2111 Songwriting..... | 3 |
| MUS 2112 Music Technology..... | 3 |
| MUS 2360 Principles of Music Business | 3 |
| MUS 2523 Theory of Popular Music | 3 |
| MUS 3112 Audio Recording | 3 |
| MUS 3715 American Popular Music | 3 |
| MUS 4360 Senior Music Project | 1 |
| Music Ensemble | 6 |
| Applied Music | 6 |

Total 31

Sacred Music Concentration

The Sacred Music Concentration is designed to prepare the student as a performer and choral director, and to acquaint the student with the methods and materials needed to implement a church music program. For students pursuing this concentration, the primary performance medium will be organ or voice. A minor in Religion and Philosophy or the equivalent of a minor in other areas of human relations or administration is strongly recommended.

| | |
|--|--------------|
| | <i>Hours</i> |
| MUS 0111 Music Seminar (4 semesters) | 0 |
| MUS 0390 Half Recital..... | 0 |
| MUS 0392 Recital: Sacred Music..... | 0 |
| MUS 1801 Music in Ritual, Liturgy and Worship | 3 |
| MUS 2137 Class Piano III (or equivalent proficiency) | 1 |
| MUS 2138 Class Piano IV(or equivalent proficiency) | 1 |
| MUS 2521 Music Theory III..... | 3 |
| MUS 2522 Music Theory IV..... | 3 |

School of Performing Arts - Music

| | |
|--|----|
| MUS 2525 Aural Skills III | 1 |
| MUS 2526 Aural Skills IV | 1 |
| MUS 2801 Psalms, Hymns and Spiritual Songs I | 2 |
| MUS 2802 Psalms, Hymns and Spiritual Songs II | 2 |
| MUS 3732 Choral conducting | 2 |
| MUS 3733 Instrumental Conducting and Arranging.. | 2 |
| MUS 3801 The Church Music Program | 2 |
| MUS 4800 Sacred Music Internship and Senior Project | 2 |
| Applied Music (MAJOR) (audition is required for Major Private Instruction) | 11 |
| Music Ensemble (must enroll every semester) | 8 |
| Must be selected from MUS 1193, MUS 1196 (audition required) | |

Total: 44

Special Subject (K-12) Teacher Licensure

Students seeking special subject (grades K-12) teacher licensure in Music must satisfy the requirements for the B.A. degree with a concentration in Music Education and for undergraduate teacher licensure (including the Special Subject Area Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog.

MUSIC Minor

| | |
|---|---|
| MUS 0111 Music Seminar (2 semesters) | 0 |
| MUS 1511 Music Theory I | 3 |
| MUS 1512 Music Theory II | 3 |
| MUS 1516 Aural Skills I | 1 |
| MUS 1517 Aural Skills II | 1 |
| MUS 2135 Class Piano I (or equivalent proficiency) | 1 |
| MUS 2136 Class Piano II (or equivalent proficiency) | 1 |
| MUS 3714 Survey of Music History II..... | 3 |
| Applied Music (2 semesters)..... | 2 |
| Music Ensemble (2 semesters) | 2 |
| Electives in Music | 3 |

Total: 18-20

MUSIC Courses: Theory and Literature

MUS 1105 UNDERSTANDING MUSICAL NOTATION

3 hours

An introduction to the basic elements of music to include pitch and rhythm notation, key signatures, simple intervals, as well as major and minor triads. This course may be required of music majors whose music theory placement exam so indicates.

MUS 1110 UNDERSTANDING MUSICAL ARTS

3 hours

An introduction to the fundamental precepts of music and the art of listening, to include a survey of the major musical trends in western civilization.

MUS 1113 WORLD MUSIC

3 hours

A study of musical styles and concepts as practiced in various cultural, political, and social contexts throughout the world.

MUS 1511 MUSIC THEORY I

3 hours

A study of the elements of melody, rhythm, and harmony; introduction to part-writing and analysis skills; development of aural sight-singing. Based on placement test some students may be required to complete MUSIC 1105 before registering for this course. Corequisites: MUSIC 1516 and MUSIC 2135.

MUS 1512 MUSIC THEORY II

3 hours

A study of advanced diatonic part writing and harmonic analysis, melodic structure, and form; introduction to chromaticism and modulation. Prerequisite: MUSIC 1511; Corequisites: MUSIC 1517 and MUSIC 2136.

MUS 1516 AURAL SKILLS I

1 hour

A study and development of sight-singing and dictation skills in music. Corequisites: MUSIC 1511 and MUSIC 2135.

MUS 1517 AURAL SKILLS II

1 hour

A continuation of the development of sight-singing and dictation skills to include recognition of melodies that outline primary triads, and of rhythms with subdivided beats. Prerequisite: MUSIC 1516; Corequisites: MUSIC 1512 and MUSIC 2136.

MUS 2110 JAPANESE MUSICAL THEATRE AND DANCE

3 hours

Same as TA 2110. A semester-long study of styles and concepts as practiced in various cultural, political, and social contexts in the music/theatre traditions of Japan (Offered in alternate years.).

School of Performing Arts - Music

- MUS 2111 SONGWRITING AND DEMO PRODUCTION** *3 hours*
A course designed to help students gain a greater understanding of the art and craft of songwriting through active listening and careful analysis and then demonstrate that understanding through the composition of original works. The course also provides an introduction to computer-based demo production.
- MUS 2112 MUSIC TECHNOLOGY** *3 hours*
A semester-long study of current music technology from both theoretical and applied perspectives. Topics include acoustics, the audio chain, signal processing, multi-track recording, sound synthesis, MIDI, and live sound reinforcement.
- MUS 2113 MUSIC IN FILM** *3 hours*
A course designed to provide study of musical styles and concepts in film within various historical, cultural, artistic, social, religious and or political contexts.
- MUS 2521 MUSIC THEORY III** *3 hours*
Continuation of Music Theory, to include expanded tonal resources, color chords, and musical forms. Prerequisite: MUSIC 1512; Corequisite: MUSIC 2525.
- MUS 2522 MUSIC THEORY IV** *3 hours*
Continuation of Music Theory to include expanded tonal resources, chromatic chords, and contemporary compositional devices. Prerequisite: MUSIC 1512; Corequisite: MUSIC 2526.
- MUS 2523 THEORY OF POPULAR MUSIC** *3 hours*
The course helps the student develop a theoretical understanding of popular music and apply it to his or her own musical creations. Prerequisite: MUSIC 1512
- MUS 2525 AURAL SKILLS III** *1 hour*
A continuation of the development of sight-singing, dictation and listening skills to include chromatic material and complex meters. Corequisite: MUSIC 2521.
- MUS 2526 AURAL SKILLS IV** *1 hour*
A continuation of the development of sight-singing, dictation and listening skills to include chromatic material and complex meters. Corequisite: MUSIC 2522.
- MUS 2601 SELECTED TOPICS IN MUSIC** *1-3 hours*
A study of a topic selected by the department focusing on an area of particular interest within the discipline.
- MUS 3112 AUDIO RECORDING** *3 hours*
A semester-long study of multi-track audio recording. Emphasis is placed both on understanding and application of concepts and techniques required to produce a multi-track recording in the popular music vein. Prerequisite: MUS 2112.
- MUS 3219 LITERATURE AND PEDAGOGY** *3 hours*
A study of the literature appropriate to voice or an instrumental family as well as the pedagogy applicable to teach at various levels of development and difficulty. the course will be tailored as necessary to cover a specific instrumental group (e.g., keyboard, vocal, brass, woodwind), so students will enter the course through advisement.
- MUS 3713 SURVEY OF MUSIC HISTORY I** *3 hours*
A survey of historical trends and styles in music, including study and analysis of representative examples from the literature from ancient Greece and the early Christian era through the Baroque. Prerequisite: MUS 1511.
- MUS 3714 SURVEY OF MUSIC HISTORY II** *3 hours*
A continuation of MUSIC 2713 covering music from the Classic era to the present. Prerequisite: MUS 1511.
- MUS 3715 AMERICAN POPULAR MUSIC** *3 hours*
A semester-long survey of American popular music and its offshoots, especially from the rock-n-roll revolution of the 1950's to the present. Prerequisite: MUSIC 2523.
- MUS 4101 SEMINAR** *1-4 hours*
Reading, discussion, independent research, and written reports on topics selected by the department. (Topics dealing with aspects of Music History and Music Theory are typical.)
- MUS 4201 PRACTICUM** *1-4 hours*
An application of theory and methods to specific areas of music in supervised experience.

School of Performing Arts - Music

MUS 4301 INDEPENDENT STUDY *1-4 hours*
Self-directed study following a contractual plan initiated by the student and approved by the department faculty.

MUS 4401 INTERNSHIP *1-6 hours*
A supervised application of theory to practice in a functional area related to music industry or other music area.

MUSIC Courses: Sacred Music

MUS 1801 MUSIC IN RITUAL, LITURGY AND WORSHIP *3 hours*
An introduction to the Biblical, historic and aesthetic values of music in worship that includes an interpretive methodology for theological study, the history and meaning of religious ritual, the development of Christian worship from Jewish roots, the structure and integrity of the Church Year, the anatomy of hymns and hymnals, the Revised Common Lectionary, the Psalter, and a study of music in the Hebrew Bible and New Testament of the Bible along with some Jewish ritual music. Same as RELP 1801.

MUS 2801 PSALMS, HYMNS AND SPIRITUAL SONGS I *2 hours*
A study of music in the church from early Christian practices through the Reformation, the Counter-Reformation and the 17th and 18th centuries in Europe and America.

MUS 2802 PSALMS, HYMNS AND SPIRITUAL SONGS II *2 hours*
A study of worship and music from the 19th through the early 21st centuries in a global perspective, including an introduction to the role of music in ministries as well as artistic standards for the praise band.

MUS 3801 THE CHURCH MUSIC PROGRAM *2 hours*
An application of the concepts of music and worship to adult, adolescent, and children's choirs, instrumental programs in the church, planning worship and rehearsals, developing and maintaining budgets, and recruiting and nurturing volunteers in music ministry.

MUS 4800 SACRED MUSIC INTERNSHIP AND SENIOR PROJECT *2 hours*
A semester of mentorship in a church under the supervision of a full-time pastoral musician to include a written project that entails planning the repertoire of choral, instrumental, and congregational music for the Advent/Christmas cycle and the Lenten/Easter cycle (completed in consultation with the supervising professor).

MUSIC Courses: Music Education

MUS 2221 STRING METHODS *1 hour*
The study of string instrument playing with emphasis on methods of teaching in the public schools.

MUS 2222 WOODWIND METHODS *1 hour*
The study of woodwind instrument playing with emphasis on methods of teaching in the public schools.

MUS 2223 BRASS METHODS *1 hour*
The study of brass instrument playing with emphasis on methods of teaching in the public schools.

MUS 2224 PERCUSSION METHODS *1 hour*
The study of percussion instrument playing with emphasis on methods of teaching in the public schools.

MUS 3325 VOICE PEDAGOGY *3 hours*
A survey of the literature and techniques for private and class vocal instruction, designed for the prospective voice teacher.

MUS 3537 MUSIC IN THE ELEMENTARY SCHOOL *2 hours*
A study of the teaching of music in the elementary school with the introduction of Orff and Kodaly methods.

MUS 3546 CURRICULUM, METHODS & MATERIALS: MIDDLE & SECONDARY SCHOOL *3 hours*
A study of current programs, methods, and materials for teaching music in the middle and secondary school.

MUS 4500 CAPSTONE IN MUSIC EDUCATION *2 hours*
Applications of music concepts, current research, teaching methods, and teaching strategies in the public schools (which may range from elementary through secondary schools, choral, and/or instrumental), that can be applied concurrent with the student teaching experience (EDUC 4007). Course objectives will include, but are not limited to, sequential lesson planning, practical teaching applications, and applications of current research and strategies in reflective practices, classroom management, and evaluation of learning skills in music.

MUSIC Courses: Applied Music

All students enrolled in a Major applied music course are required to perform on at least one Student Performance Hour and to perform before a faculty jury as part of the final grade.

Secondary private instruction is for non-music majors, or for music majors studying an instrument other than their primary perform-

School of Performing Arts - Music

ing medium, or enrolled in a concentration not requiring a recital. Major private instruction is for music majors studying their primary performance instrument. Performance achievement expectations are higher for major instruction than for secondary instruction. Major private instruction requires audition and Permission of Instructor.

MUS 0111 MUSIC SEMINAR *0 hours*

A practical study of music through observation and participation. (S/U grading)

MUS 0390 HALF RECITAL *0 hours*

A performance through which the student demonstrates in a public setting technical proficiency and mastery of performance practice, stylistic interpretation and artistic sensitivity in his or her primary performance medium. Practical aspects of the course include selecting dates for the hearing and the performance, assembling and preparing program materials, program printing, public announcements, and other logistical preparations. Student will present a program of approximately 20-30 minutes in length. Prerequisites: MUS 1512, MUS 1517, MUS 2136, MUS 3713, Junior standing, and successful completion of the Sophomore Performance Review.(S-U grading).

MUS 0391 RECITAL *0 hours*

A capstone experience in performance through which the student demonstrates in a public setting technical proficiency and mastery of performance practice, stylistic interpretation and artistic sensitivity in his or her primary performance medium. Practical aspects of the course include selecting dates for the hearing and the performance, assembling and preparing program materials, program printing, public announcements, and other logistical preparations. Student will present a program of 50-60 minutes. Prerequisites: MUS 2522, MUS 2526, MUS 2138, MUS 3714, MUS 0390, and Senior standing. (S-U grading).

MUS 0392 RECITAL: SACRED MUSIC *0 hour*

A capstone experience in Sacred Music performance through which the student demonstrates in a public setting technical proficiency and mastery of performance practice, stylistic interpretation and artistic sensitivity in at least two performance media, typically organ, voice, and/or choral conducting.. Practical aspects of the course include selecting dates for the hearing and the performance, assembling and preparing program materials, program printing, public announcements, and other logistical preparations. Student will present a program of 50-60 minutes. Prerequisites: MUS 2522, MUS 2526, MUS 2138, MUS 3714, MUS 0390, and Senior standing. (S-U grading).

MUS 2130 SECONDARY PRIVATE PIANO INSTRUCTION *1 hour*

Individual instruction in the literature and techniques of piano performance. Prerequisite: MUSIC 2138 or permission of Instructor.

MUS MAJOR PRIVATE PIANO INSTRUCTION *1 hour*

Individual instruction in the literature and techniques of piano performance.

MUS 2132 MAJOR PRIVATE PIANO INSTRUCTION *2 hours*

Individual instruction in the literature and techniques of piano performance.

MUS 2133 ACCOMPANYING TECHNIQUES *1 hour*

Study and practice in the specialized techniques of piano accompaniment for soloists and ensembles. May be repeated for credit for up to 3 semester hours.

MUS 2134 CLASS PIANO FOR NON-MUSIC MAJORS *1 hour*

A laboratory introduction to piano and exposure to basic music fundamentals and keyboard materials for beginning pianist.

MUS CLASS PIANO I *1 hour*

Laboratory instruction at the beginning level offered as preparation for piano proficiency. Corequisite: MUSIC 1511.

MUS 2136 CLASS PIANO II *1 hour*

Laboratory instruction continuing at the beginning level and entering the intermediate level offered as preparation for piano proficiency. Corequisite: MUSIC 1512.

MUS 2137 CLASS PIANO III *1 hour*

Laboratory instruction continuing at the intermediate level offered as preparation for piano proficiency. Corequisite: MUSIC 2521.

MUS 2138 CLASS PIANO IV *1 hour*

Laboratory instruction at the advanced level offered as preparation for meeting piano proficiency. Satisfactory completion of this course will meet the piano proficiency requirement. Corequisite: MUSIC 2522.

MUS 2140 SECONDARY PRIVATE VOICE INSTRUCTION *1 hour*

Individual instruction in the literature and techniques of vocal production and performance. Prerequisite: MUSIC 2145.

School of Performing Arts - Music

| | |
|---|----------------|
| MUS 2141 MAJOR PRIVATE VOICE INSTRUCTION | <i>1 hour</i> |
| Individual instruction in the literature and techniques of vocal production and performance. Prerequisite: MUSIC 2145. | |
| MUS 2142 MAJOR PRIVATE VOICE INSTRUCTION | <i>2 hours</i> |
| Individual instruction in the literature and techniques of vocal production and performance. Prerequisite: MUSIC 2145. | |
| MUS 2145 CLASS VOICE (MUSIC & MUSICAL THEATRE MAJORS) | <i>1 hour</i> |
| The study of the basic techniques of singing. | |
| MUS 2146 CLASS VOICE (NON-MUSIC MAJORS) | <i>1 hour</i> |
| The study of vocal production open to all students interested in learning to sing. | |
| MUS 2150 SECONDARY PRIVATE INSTRUCTION ON A STRINGED INSTRUMENT | <i>1 hour</i> |
| Individual instruction in the literature and playing techniques of a stringed instrument, including guitar and electric bass. | |
| MUS 2151 MAJOR PRIVATE INSTRUCTION ON A STRINGED INSTRUMENT | <i>1 hour</i> |
| Individual instruction in the literature and playing techniques of a stringed instrument, including guitar and electric bass. | |
| MUS 2152 MAJOR PRIVATE INSTRUCTION ON A STRINGED INSTRUMENT | <i>2 hours</i> |
| Individual instruction in the literature and playing techniques of a stringed instrument, including guitar and electric bass. | |
| MUS 2157 CLASS GUITAR | <i>1 hour</i> |
| A study, with practical application, of the basic techniques of guitar playing at the beginning level. | |
| MUS 2160 SECONDARY PRIVATE INSTRUCTION ON A WOODWIND INSTRUMENT | <i>1 hour</i> |
| Private instruction of the literature and playing techniques of an instrument of the woodwind family. | |
| MUS 2161 MAJOR PRIVATE INSTRUCTION ON A WOODWIND INSTRUMENT | <i>1 hour</i> |
| Private instruction of the literature and playing techniques of an instrument of the woodwind family. | |
| MUS 2162 MAJOR PRIVATE INSTRUCTION ON A WOODWIND INSTRUMENT | <i>2 hours</i> |
| Private instruction of the literature and playing techniques of an instrument of the woodwind family. | |
| MUS 2170 SECONDARY PRIVATE INSTRUCTION ON A BRASS INSTRUMENT | <i>1 hour</i> |
| Private instruction of the literature and playing techniques of an instrument of the brass family. | |
| MUS 2171 MAJOR PRIVATE INSTRUCTION ON A BRASS INSTRUMENT | <i>1 hour</i> |
| Private instruction of the literature and playing techniques of an instrument of the brass family. | |
| MUS 2172 MAJOR PRIVATE INSTRUCTION ON A BRASS INSTRUMENT | <i>2 hours</i> |
| Private instruction of the literature and playing techniques of an instrument of the brass family. | |
| MUS 2180 SECONDARY PRIVATE INSTRUCTION ON PERCUSSION INSTRUMENTS | <i>1 hour</i> |
| Private instruction on the literature and playing techniques of instruments of the percussion family. | |
| MUS 2181 MAJOR PRIVATE INSTRUCTION ON PERCUSSION INSTRUMENTS | <i>1 hour</i> |
| Private instruction on the literature and playing techniques of instruments of the percussion family. | |
| MUS 2182 MAJOR PRIVATE INSTRUCTION ON PERCUSSION INSTRUMENTS | <i>2 hours</i> |
| Private instruction on the literature and playing techniques of instruments of the percussion family. | |
| MUS 2190 SECONDARY PRIVATE ORGAN INSTRUCTION | <i>1 hour</i> |
| Individual instruction in the literature and techniques of organ performance. Prerequisite: MUSIC 2138 or equivalent proficiency. | |
| MUS 2191 MAJOR PRIVATE ORGAN INSTRUCTION | <i>1 hour</i> |
| Individual instruction in the literature and techniques of organ performance. Prerequisite: MUSIC 2138 or equivalent proficiency. | |
| MUS 2192 MAJOR PRIVATE ORGAN INSTRUCTION | <i>2 hours</i> |
| Individual instruction in the literature and techniques of organ performance. Prerequisite: MUSIC 2138 or equivalent proficiency. | |
| MUS 3732 CHORAL CONDUCTING | <i>2 hour</i> |
| A course designed to help the student develop an understanding of the basics of choral conducting and practice the techniques of conducting with musical examples provided in the text. Learning activities will include class discussion, observation, performance attendance, and conducting various ensembles. Prerequisite: MUSIC 2521. | |

School of Performing Arts - Music/Theatre Arts**MUS 3733 INSTRUMENTAL CONDUCTING AND ARRANGING***2 hour*

A course designed to help the student develop an understanding of the basics of conducting and arranging for instrumental ensembles. Skills will be developed through observations, practice exercises, and in real-life applications with musical examples provided in the text. Prerequisites: MUSIC 3732.

MUSIC Courses: Music Business**MUS 2360 PRINCIPLES OF MUSIC BUSINESS***3 hours*

A broad survey of today's music industry and its four primary sectors: performing (both for-profit and not-for-profit), recording, publishing, and merchandising. Topics include industry structure, careers and professions, statistics and trends, trade organizations and professional associations, as well as legal issues and the impact of emerging technology and media.

MUS 3361 INTERMEDIATE MUSIC BUSINESS*3 hours*

A practical examination of important topics related to the music industry and the application of basic business concepts, practices and skills to music. Prerequisite: MUS 2360.

MUS 3362 ADVANCED MUSIC BUSINESS*2 hours*

The application of business concepts to the planning, execution and assessment phases of an individually designed mock music business project. Depending on the interests of the student, the project may be either for profit or not. Prerequisite: MUS 3361.

MUS 4360 SENIOR MUSIC PROJECT*1 hour*

An individualized capstone project for Majors based upon the student's area of musical interest. Completed in the student's final semester, the project requires formal presentation before a faculty committee. Prerequisites: MUS 3362 Advanced Music Business and MUS 4401.

MUSIC Courses: Ensemble Groups**MUS 1190 CATAWBA COMMUNITY BAND -***1 hour*

A performing ensemble composed of both college and community musicians with at least two years experience, to study and perform traditional band music.

MUS 1192 SMALL ENSEMBLES*1 hour*

Performing ensembles created each year to conform with student talent and interests, which perform in concerts and for special events on campus and in the local community. Membership by audition.

MUS 1193 CATAWBA CHORALE*1 hour*

A performing group which sings music of various styles and periods, and performs for chapel services and in choral concerts.

MUS 1194 CATAWBA JAZZ BAND*1 hour*

An instrumental ensemble devoted to the study and performance of music from the major jazz movements, this group presents programs on and off campus as well as on planned tours. Membership by audition.

MUS 1195 CATAWBA WIND ENSEMBLE*1 hour*

A wind and percussion ensemble consisting of instrumental majors and non-majors which rehearses and performs advanced level literature representative of many styles. The college wind ensemble performs concerts both on and off campus for a variety of audiences. Membership by audition.

MUS 1196 CATAWBA SINGERS*1 hour*

A vocal ensemble which rehearses and performs a repertoire of music of the highest standards from many styles, this group functions in a public relations capacity for the College, touring to schools and churches. Membership by audition.

MUS 1198 HANDBELL ENSEMBLE*1 hour*

A handbell ensemble, performing a variety of music from the contemporary handbell repertoire, for special functions both on and off campus.

MUS 1199 VERNACULARS*1 hour*

An ensemble dedicated to the performance of popular (vernacular) music. Membership by audition.

Department of Theatre Arts

Professors: Anderson; Corriher, Pulliam, Zink, *Chair*

Associate Professors: Barnes

Assistant Professors: Dougherty

The Department of Theatre Arts offers majors in Theatre Arts, Musical Theatre, Theatre Arts Administration, Theatre Education, and minors in Dance, Musical Theatre, Theatre Arts and Studio Arts.

School of Performing Arts - Theatre Arts

The Theatre Arts Core/Required of all Theatre Arts Students

| | <i>Hours</i> |
|---|--------------|
| DAN 1101 Foundations in Movement | 3 |
| TA 1134 Beginning Acting for Majors | 3 |
| TA 1421 Analysis of Dramatic Literature | 3 |
| TA 1454 Stagecraft | 3 |
| TA 1561 Fundamentals of Theatre Design | 3 |
| | Total: 15 |

Requirements for Major Area30-45

Select one of the following majors:

Theatre Arts Musical Theatre Theatre Arts Administration Theatre Education

Total: 45-60

THEATRE ARTS Major (B.A. Degree)

The Theatre Arts Major provides study, training, and experience in all areas of the theatre arts, for careers in professional, regional, community, as well as for continued study in theatre.

| | |
|---|----------|
| Theatre Arts Core | 15 |
| TA 2101-2102 Applied Theatre | 6 |
| TA 3181, 3182 Theatre History I, II..... | 6 |
| Theatre Technology | 3 |
| Choose From | |
| TA 2551 Intermediate Stagecraft TA 2552 Costume Construction TA 2553 Stage Lighting TA 2554 Sound Production | |
| TA 2555 Scene Painting | |
| Theatre Design..... | 3 |
| Choose From | |
| TA 3561 Scene Design TA 3562 Costume Design TA 3563 Lighting Design | |
| Theatre Performance..... | 3 |
| Choose From | |
| TA 1537 Audition Techniques TA 2525 Stage Speech and Movement TA 2534 Intermediate Acting | |
| Theatre Leadership | 3 |
| Choose From | |
| TA 2943 Stage Management | |
| TA 3361 Theatre Arts Management | |
| TA 3534 Directing I | |
| TA 4100 B.A. Capstone Experience..... | 3 |
| | Total 42 |

THEATRE ARTS Major (B.F.A. Degree)

Admission to the B.F.A. majors in Theatre Arts and Musical Theatre are by permission of the department only, with the opportunity to repeat the process once if not accepted. Guidelines and procedures for auditioning are available from the theatre arts department office.

| | <i>Hours</i> |
|--|--------------|
| Theatre Arts Core | 15 |
| TA 1522 Decorative Arts and Material Culture | 3 |
| TA 2101-2102 Applied Theater..... | 6 |
| TA 3534 Directing I | 3 |
| TA 3181 - 3182 Theatre History I & II..... | 6 |
| TA 3361 Theatre Arts Management | 3 |
| TA 4000 B.F.A. Capstone Experience..... | 3 |
| Specialization (select one)..... | 7-20 |
| <u>Performance Specialization:</u> | |
| TA 1537 Audition Techniques | 3 |
| TA 2525 Stage Speech & Movement I..... | 3 |
| TA 2534 Intermediate Acting..... | 3 |
| TA 3531 Period Performance..... | 3 |
| Select from the following (no repeats allowed for credit in major) | 5-6 |
| TA 3525 Stage Speech & Movement II..... | 3 |
| TA 3530 Playing Shakespeare | 3 |
| TA 3533 Acting for the Camera | 3 |
| TA 3536 Stage Combat | 2 |
| TA 3539 Musical Theatre Performance..... | 3 |
| TA3544 Directing II..... | 3 |

School of Performing Arts - Theatre Arts

Design and Production Specialization:

| | |
|--------------------------------------|---|
| TA 2161 Drawing for the Theatre..... | 2 |
| TA 2552 Costume Construction..... | 3 |
| TA 2553 Stage Lighting..... | 3 |
| TA 2555 Scene Painting..... | 3 |
| Select from the following: | 9 |
| TA 2551 Intermediate Stagecraft..... | 3 |
| TA 2554 Sound Production..... | 3 |
| TA 3561 Scene Design..... | 3 |
| TA 3562 Costume Design..... | 3 |
| TA 3563 Lighting Design..... | 3 |

Total: 56-59

* Students declaring one of the theatre arts majors are expected to gain experience in all areas of production and will register in Applied Theatre for at least the number of hours prescribed by their major.

MUSICAL THEATRE Major (B.A. Degree)

| | |
|---|-------------|
| Theatre Arts Core | 15 |
| TA 1522 Decorative Arts and Material Culture | 3 |
| TA 2101-2102 Applied Theatre..... | 6 |
| TA 3181 Theatre History I..... | 3 |
| TA 3180 History of the Musical Stage..... | 3 |
| TA 3534 Directing I..... | 3 |
| TA 3539 Musical Theatre Performance..... | 3 |
| MUS 1511, 1512 Music Theory I, II..... | 6 |
| MUS 1516, 1517 Aural Skills I, II | 2 |
| MUS 2135 Class Piano I (or equivalent proficiency) | 0-1 |
| MUS 2136 Class Piano II (or equivalent proficiency) | 0-1 |
| MUS 2145, 2140 or 2141 Class Voice, Private Voice..... | 3 |
| Theatre Technology | 3 |
| Choose From | |
| TA 2551 Intermediate Stagecraft TA 2552 Costume Construction TA 2553 Stage Lighting | |
| TA 2554 Sound Production TA 2555 Scene Painting | |
| Theatre Design | 3 |
| Choose From | |
| TA 3561 Scene Design TA 3562 Costume Design TA 3563 Lighting Design | |
| TA 4100 B.A. Capstone Experience..... | 3 |
| | Total 56-58 |

MUSICAL THEATRE Major (B.F.A. Degree)

Admission to the Musical Theatre Major is by audition only, with the opportunity to repeat the audition once if not accepted. . Guidelines and procedures for auditioning are available from the theatre arts department office. In addition to the courses listed below, the Musical Theatre student, with advisor consultation, will be expected to perform in either a vocal or dance ensemble, or a musical theatre production each semester.

| | |
|--|--------------|
| | <i>Hours</i> |
| Theatre Arts Core | 15 |
| DAN 1134 Tap Dance I..... | 2 |
| DAN 1501 Ballet and Modern Dance I | 2 |
| DAN 2501 Jazz Dance I | 2 |
| DAN 3537 Dance for the Musical Stage. | 2 |
| MUS 1511, 1512 Music Theory I, II..... | 6 |
| MUS 1516,1517 Aural Skills I, II | 2 |
| MUS 2135 Class Piano I | 0-1 |
| MUS 2136 Class Piano II | 0-1 |
| MUS 2141 Major Private Voice Instruction | 3 |
| MUS 2145 Class Voice | 1 |
| TA 2101-2102 Applied Theatre | 6 |
| TA 2525 Stage Speech & Movement I | 3 |
| TA 2534 Intermediate Acting | 3 |
| TA 3180 History of the Musical Stage | 3 |
| TA 3539 Musical Theatre Performance..... | 3 |
| TA 4100 B.F.A. Capstone Experience | 3 |
| | Total 56-58 |

School of Performing Arts - Theatre Arts

* Students declaring one of the theatre arts majors are expected to gain experience in all areas of production and will register in Applied Theatre for at least the number of hours prescribed by their major.

THEATRE ARTS ADMINISTRATION Major (B.S. Degree)

The Theatre Arts Administration Major is an interdisciplinary major which is intended to provide students with a basic knowledge of theatre arts as well as an understanding of business operations as they relate to theatre arts management or administration.

| | |
|--|----|
| Theatre Arts Core | 15 |
| ACC 1901 Principles of Accounting I | 3 |
| MKT 2501 Principles of Marketing | 3 |
| MGT 2501 Principles of Management | 3 |
| MGT 2562 Human Resource Management..... | 3 |
| MGT 2564 Motivation and Leadership..... | 3 |
| CA 1101 Public Speaking | 3 |
| CA 2120 Interpersonal Communications | 3 |
| TA 2943 Stage Management | 3 |
| TA 2101-2102 Applied Theatre..... | 6 |
| TA 3361 Theatre Arts Management | 3 |
| TA 3534 Directing I..... | 3 |
| TA 4401 Internship | 6 |
| Total 57 | |

*Students declaring one of the theatre arts majors are expected to gain experience in all areas of production and will register in Applied Theatre for at least the number of hours prescribed by their major. Theatre Arts Administration majors will spend two-thirds of their work while enrolled in these courses on arts administration-related projects.

Special Subject (K-12) Teacher Licensure

Students seeking special subject (grades K-12) teacher licensure in Theatre Education must satisfy the requirements for the B.A. degree and for undergraduate teacher licensure (including the Special Subject Area Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog.

THEATRE EDUCATION Major (B.A. Degree)

| | |
|---|----|
| Theatre Arts Core | 15 |
| TA 2101-2102 Applied Theatre..... | 3 |
| TA 3183, 3182 Theatre History I, II | 6 |
| TA 3534 Directing 1 | 3 |
| Theatre Technology | 3 |
| Choose From | |
| TA 2551 Intermediate Stagecraft..... | 3 |
| TA 2552 Costume Construction | 3 |
| TA 2553 Stage Lighting..... | 3 |
| TA 2554 Sound Production | 3 |
| TA 2555 Scene Painting | 3 |
| TA 2444 Playwriting | 3 |
| TA 3000 Theatre Arts Teaching Methods | 3 |
| TA 3361 Theatre Arts Management | 3 |
| TA 4100 B.A. Capstone Experience | 3 |
| Total 42 | |

DANCE Minor

| | |
|--|---|
| DAN 1100 Introduction to Dance OR DAN 1101 Foundations of Movement | 3 |
| DAN 1134 Tap Dance I | 2 |
| DAN 1501 Ballet and Modern Dance I | 2 |
| DAN 2501 Jazz Dance I | 2 |
| DAN 3180 Historical and Cultural Perspectives in Dance..... | 3 |
| DAN 3543 Choreography | 3 |
| Electives in Dance..... | 5 |
| Total: 20 | |

School of Performing Arts - Theatre Arts

MUSICAL THEATRE Minor*For Students Whose Major is Music:*

For students whose major is Music, and who include at least six semester hours of voice as applied music in that major, a minor in Musical Theatre can be completed with the requirements listed below.

| | |
|--|-----------|
| TA 3180 History of the Musical Stage | 3 |
| TA 3539 Musical Theatre Performance..... | 3 |
| DAN 3537 Dance for the Musical Stage..... | 2 |
| DAN 1100, 1501, Introduction to Dance, Ballet and Modern Dance I | 5 |
| DAN 1134 or 2501 Tap Dance I or Jazz Dance I | 2 |
| TA 1134 Beginning Acting for Majors | 3 |
| TA 2101 Applied Theatre | 3 |
| | Total: 21 |

For Students Whose Major is Theatre Arts:

For students whose major is Theatre Arts and who include at least six hours of acting in that major, a minor in Musical Theatre can be completed with the requirements listed below. In addition to completing the courses listed, the student shall participate in a vocal ensemble during at least four semesters.

| | |
|--|--------------|
| MUS 1511 Music Theory I | 3 |
| MUS 1512 Music Theory II | 3 |
| MUS 1516, 1517 Aural Skills I, II | 2 |
| MUS 2135, 2136 Class Piano I, II OR equivalent proficiency | 0-2 |
| MUS 2141, 2145 Class Voice, Private Voice | 3 |
| TA3539 Musical Theatre Performance | 3 |
| DAN 3537 Dance for the Musical Stage..... | 2 |
| Select from | |
| DAN 1134, 1501, 2501 | |
| | Total: 18-20 |

STUDIO ART Minor

| | |
|---|-----------|
| ART 1111 Introduction to Visual Arts..... | 3 |
| ART 1551 Drawing | 3 |
| ART 1552 Painting | 3 |
| Electives in Art or Theatre Arts selected from the following: | 9 |
| ART 1553 Graphic Design..... | 3 |
| ART 2601 Selected Topics | 1-3 |
| ART 4303 Independent Study..... | 1-4 |
| ART 4401 Internship..... | 1-6 |
| TA 1522 Decorative Arts and Material Culture | 3 |
| TA 1561 Fundamentals of Theatre Design..... | 3 |
| TA 2161 Drawing for Theatre | 2 |
| TA 3561 Scene Design | 3 |
| TA 3562 Costume Design..... | 3 |
| | Total: 18 |

THEATRE ARTS Minor

| | |
|---|-----------|
| DAN 1101 Foundations in Movement | 3 |
| TA 1134 Beginning Acting for Majors | 3 |
| TA 1421 Analysis of Dramatic Literature | 3 |
| TA 1454 Stagecraft | 3 |
| Electives from Theatre Arts (except TA 1111), 6 hours of which must be at the 2000 level or above | 9 |
| | Total: 21 |

THEATRE ARTS Courses**TA 1111 INTRODUCTION TO THEATRE ARTS***3 hours*

A survey of selected principles and techniques of the theatre arts.

TA 1134 BEGINNING ACTING FOR MAJORS*3 hours*

Study and practice in the skills involved in stage acting.

School of Performing Arts - Theatre Arts

| | |
|--|----------------|
| TA 1135 BEGINNING ACTING FOR NON-MAJORS | <i>3 hours</i> |
| Study and practice in the skills involved in stage and screen acting. | |
| TA 1152 STAGE MAKEUP | <i>1 hour</i> |
| Materials and techniques of makeup for the stage. | |
| TA 1421 ANALYSIS OF DRAMATIC LITERATURE | <i>3 hours</i> |
| Same as ENG 1421. Reading and analysis of plays using multiple lenses such as character, plot, structure, theme/idea, and conceptualization. | |
| TA 1422 THEATRE TRAVEL: LONDON, NYC, AND BEYOND | <i>1 hour</i> |
| Attend theatrical performances in London, New York City, or other cities. Required course fee. Catawba College students only may enroll. | |
| TA 1454 STAGECRAFT | <i>3 hours</i> |
| Introduction to scenic technology and design principles with emphasis on the practical application of scenographic techniques. | |
| TA 1522 DECORATIVE ARTS AND MATERIAL CULTURE | <i>3 hours</i> |
| A study of the major developments in the decorative and applied arts and material culture from antiquity to the present. Crosslisted as ART 1522. | |
| TA 1537 AUDITION TECHNIQUES | <i>3 hours</i> |
| Performance theory and techniques of auditioning for stage, film, television, and musical theatre. Prerequisite: TA 1134. | |
| TA 1561 FUNDAMENTALS OF THEATRE DESIGN | <i>3 hours</i> |
| An introductory study of the theory and practice of design in relation to stage production. Prerequisite: TA 1421, 1454. | |
| TA 2101-2102 APPLIED THEATRE | <i>1 hour</i> |
| The learning and development of theatre techniques and practices through actual production experience. | |
| TA 2110 JAPANESE MUSICAL THEATRE AND DANCE | <i>3 hours</i> |
| Same as MUSIC 2110. A semester-long, study of styles and concepts as practiced in various cultural, political, and social contexts in the music/theatre traditions of Japan. | |
| TA 2115 FILM CRITICISM | <i>3 hours</i> |
| Same as CA 2115. A study of the technical aspects of film-making and of the political and artistic role of film in society. | |
| TA 2116 ASIAN CINEMA | <i>3 hours</i> |
| Same as CA 2116. A semester-long study of styles and concepts of films as practiced in various cultural, political, and social contexts throughout Asia. Analytical skills will focus on how to read the visual language of the film along with the spoken work (including subtitles). (Offered in alternate years). | |
| TA 2161 DRAWING FOR THEATRE | <i>2 hours</i> |
| An introduction to technical and artistic drawing with an emphasis on drafting, sketching and computer-aided design. | |
| TA 2444 PLAYWRITING | <i>3 hours</i> |
| Stage practice of procedures and processes necessary for writing a stage play. | |
| TA 2525 STAGE SPEECH & MOVEMENT I | <i>3 hours</i> |
| An intermediate study in the development of onstage characterization and personal development, with an emphasis on application of vocal and physical theories. Prerequisites: TA 1134, DAN 1101. | |
| TA 2534 INTERMEDIATE ACTING | <i>3 hours</i> |
| A practical study of the theories, techniques, and practices observed in contemporary acting. Prerequisite: TA 1134, DAN 1101. | |
| TA 2551 INTERMEDIATE STAGECRAFT | <i>3 hours</i> |
| A continued study of stagecraft with emphasis on advanced construction, theatrical drafting, design, painting, lighting, sound, and technical problem-solving, with practice and projects in all areas. Prerequisite: TA 1454. | |
| TA 2552 COSTUME CONSTRUCTION | <i>3 hours</i> |
| Techniques of costume construction for the stage through practical laboratory experience. Laboratory fee required. Prerequisite: TA 1454. | |
| TA 2553 STAGE LIGHTING | <i>3 hours</i> |
| The basic concepts of light, electricity, and color, with emphasis on the practical use of standard stage lighting equipment and controls. Prerequisite: TA 1454. | |

School of Performing Arts - Theatre Arts

| | |
|---|------------------|
| TA 2554 SOUND PRODUCTION | <i>3 hours</i> |
| A study of the theory and practice of theatre sound with emphasis on the practical use of standard sound equipment and controls. | |
| TA 2555 SCENE PAINTING | <i>3 hours</i> |
| A study of the theory and practice of decorative paint with emphasis on the practical use of standard painting techniques and equipment. Prerequisites: TA 1454, 1561. (Offered in alternate years.) | |
| TA 2556 STAGE PROPERTIES | <i>3 hours</i> |
| A study of the theory and practice of stage properties with emphasis on visual analysis, period research and properties craftwork. | |
| TA 2601-9 SELECTED TOPICS IN THEATRE ARTS | <i>1-3 hours</i> |
| A study of a topic selected by the department focusing on an area of particular interest within the discipline. | |
| TA 2943 STAGE MANAGEMENT | <i>3 hours</i> |
| A practical study of the fundamentals of stage managing. | |
| TA 3000 THEATRE ARTS TEACHING METHODS | <i>3 hours</i> |
| A study of current programs, methods, and materials for teaching theatre in secondary schools Rationale. Pending approval of Theatre Arts Education major. The course is required by the state and will cover materials and issues that can't be covered in an existing course. | |
| TA 3180 HISTORY OF THE MUSICAL STAGE | <i>3 hours</i> |
| A survey of music for the stage including opera, German singspiel and nineteenth century operatic developments, with emphasis on the contributions of the American musical theatre. | |
| TA 3181 THEATRE HISTORY I | <i>3 hours</i> |
| European theatre and dramatic literature from ancient Greece through the eighteenth century. | |
| TA 3182 THEATER HISTORY II | <i>3 hours</i> |
| European and American theatre and dramatic literature from the early nineteenth century to the present. | |
| TA 3361 THEATRE ARTS MANAGEMENT | <i>3 hours</i> |
| A study of the administration of theatre arts organizations, with an overview of events management, publicizing, marketing, and audience development, and developmental functions. | |
| TA 3525 STAGE SPEECH & MOVEMENT II | <i>3 hours</i> |
| An advanced study in the development of onstage characterization and personal development, with an emphasis on application of vocal and physical theories. Prerequisites: TA 1134, 2525, DAN 1101. | |
| TA 3530 PLAYING SHAKESPEARE | <i>3 hours</i> |
| Study and practice of scenes, monologues and sonnets of Shakespeare, with emphasis on verse, scansion and thrust staging. Prerequisites: TA 1134, 1421. | |
| TA 3531 PERIOD PERFORMANCE | <i>3 hours</i> |
| Study and practice of theatre performance styles from ancient Greece through Nineteenth-Century Romanticism, excluding Shakespeare. May be taken with acting, directing or design emphasis. Prerequisites: TA 1134, 1421, 1522, and either TA 1534, 1561, or 2543. | |
| TA 3532 COMEDY PERFORMANCE | <i>3 hours</i> |
| A practical study of the techniques involved in the performance of late twentieth century British and American comedy. Prerequisites: TA 1134, 1421. (Offered in alternate years.) | |
| TA 3533 ACTING FOR THE CAMERA | <i>3 hours</i> |
| Adjusting basic techniques for film, television, and commercial industry. Prerequisites: TA 1134, DAN and TA 2534. (Offered in alternate years.) | |
| TA 3534 DIRECTING I | <i>3 hours</i> |
| A practical study of the fundamentals of directing. Prerequisite: TA 1134, 1454 and Junior standing. | |
| TA 3536 STAGE COMBAT | <i>2 hours</i> |
| A practical study for the performer in basic unarmed and single weapon techniques with a focus on the safe and effective performance of stage violence Prerequisites: TA 1134 or TA 1135. And DAN 1100 or DAN 1101. | |
| TA 3539 MUSICAL THEATRE PERFORMANCE | <i>3 hours</i> |
| A practical study of the special theories, techniques and practices of theatrical performance in musical theatre styles. Prerequisites: TA 1134 or 1135. | |
| TA 3544 DIRECTING II | <i>3 hours</i> |
| A practical experience in the directing of a one-act play. Prerequisites: TA 1134, 1454, 1561 and 3534. | |

School of Performing Arts - Theatre Arts

| | |
|---|------------------|
| TA 3561 SCENE DESIGN | <i>3 hours</i> |
| Theory and practice of scenic design for the stage. Prerequisites: TA 1421, 1454, 1522 and 1561. | |
| TA 3562 COSTUME DESIGN | <i>3 hours</i> |
| Theory and practice of costume design for the stage. Prerequisites: TA 1421, 1522 and 1561. | |
| TA 3563 LIGHTING DESIGN | <i>3 hours</i> |
| The concepts of stage lighting design with emphasis on accepted professional procedures, script analysis, drafting, and cueing. Prerequisites: TA 15611 and TA 2553. | |
| TA 3950 RECITAL PREPARATION | <i>1 hour</i> |
| A practical study to prepare the Musical Theatre major to meet the exit requirement by public performance. | |
| TA 3951 RECITAL | <i>0 hours</i> |
| A practical study to prepare the Musical Theatre major to meet the exit requirement by public performance, to include assembling and preparing the materials, making physical arrangements, and other preliminary necessary preparation. Graded Satisfactory/Unsatisfactory. Prerequisite: TA 3950. | |
| TA 4000 B.F.A. CAPSTONE EXPERIENCE | <i>3 hour</i> |
| Supervised research for B.F.A. students in either the area of musical theatre, theatre arts performance, or theatre design and production, to be conducted in conjunction with a creative project within the student's area of emphasis. Prerequisite: B.F.A. major and Senior standing, or permission of instructor. | |
| TA 4100 B.A. CAPSTONE EXPERIENCE | <i>3 hours</i> |
| A capstone course for seniors seeking the B. A. in Theatre Arts, Musical Theatre, or Theatre Education. Prerequisite: B.A. major in Theatre Arts, Musical Theatre, or Theatre Education and Senior standing. | |
| TA 4101-4109 THEATRE ARTS SEMINAR | <i>3 hours</i> |
| Reading, discussion, independent research, and written reports on a topic selected by the department. (e.g., American Theatre History, British Theatre, Trends in Directing, Advanced Playwriting Practices, etc.) | |
| TA 4201-4209 PRACTICUM | <i>1-3 hours</i> |
| An application of theory and methods to specific areas of theatre and dance in supervised experience. Prerequisite: permission of Department. | |
| TA 4301-4309 INDEPENDENT STUDY | <i>1-4 hours</i> |
| Self-directed study following a contractual plan initiated by the student and approved by the department faculty. | |
| TA 4400 THEATRE ARTS FELLOWSHIP | <i>1-2 hours</i> |
| For advanced students who have already received credit for a course or have proven competency in an area who would like to assist the teaching and mentorship of that course under supervision from the course instructor(s). Permission of Instructor and Theatre Arts Chair required. (S-U grading). | |
| TA 4401 INTERNSHIP | <i>1-6 hours</i> |
| A supervised application of theory in practice in a functional area related to arts management or other theatre arts area. | |
| <u>DANCE Courses</u> | |
| DAN 1100 INTRODUCTION TO DANCE | <i>3 hours</i> |
| A survey of basic concepts, history, and movement techniques in dance, including ballet, modern, jazz and other dance forms designed to serve the inexperienced dancer. Appropriate clothing and shoes required. | |
| DAN 1101 FOUNDATIONS IN MOVEMENT | <i>3 hours</i> |
| An introductory study of basic concepts in movement and vocal and physical performance techniques through exploration of embodied anatomy, yoga, Alexander Technique geared specifically for theatre majors. Appropriate clothing required. | |
| DAN 1115 SOCIAL DANCE IN FILM AND PRACTICE | <i>3 hours</i> |
| A survey of various social dance forms in art and culture, with a major portion of course content focusing on films and practical dance lessons. Appropriate clothing and shoes are required. | |
| DAN 1134 TAP DANCE I | <i>2 hours</i> |
| An intensive study of tap dance technique, history, performance, and style, usually resulting in a public performance. Prerequisites: DANCE 1100, DANCE 1101. | |

School of Performing Arts - Theatre Arts

- DAN 1135 TAP DANCE II** *2 hours*
A continued study of tap dance technique, with an emphasis on more intricate footwork and overall performance quality. Appropriate clothing and shoes required. Prerequisite: DANCE 1134.
- DAN 1193 DANCE ENSEMBLE** *1 hour*
A repertory ensemble, which prepares dances for performances on campus and/or in the community. By audition only (the first day of class). May be repeated for credit.
- DAN 1501 BALLET AND MODERN DANCE I** *2 hours*
An intensive study of the fundamentals of dance technique, with an emphasis on classical vocabulary and terminology (including execution of same). Appropriate clothing and shoes are required. Prerequisites: DANCE 1100, DANCE 1101. May be repeated for credit.
- DAN 1502 BALLET AND MODERN DANCE II** *2 hours*
A continued study of ballet and modern dance technique, with an emphasis on advanced movements and overall performance quality. Appropriate clothing and shoes required. Prerequisite: DANCE 1501.
- DAN 2501 JAZZ DANCE I** *2 hours*
An intensive study of the fundamentals of jazz dance technique, with an emphasis on vocabulary and terminology (including execution of same). Appropriate clothing and shoes required. Prerequisites: DANCE 1501.
- DAN 2502 JAZZ DANCE II** *2 hours*
A continued study of jazz dance technique, with an emphasis on more advanced movements and overall performance. Appropriate clothing and shoes required. Prerequisite: DANCE 2501.
- DAN 2601-9 SELECTED TOPICS IN DANCE** *1-3 hours*
A study of a topic selected by the department focusing on an area of particular interest within the discipline.. Appropriate clothing and shoes for the topic are required.
- DAN 3180 HISTORICAL AND CULTURAL PERSPECTIVES IN DANCE** *2 hours*
A survey of dance and its historical evolution from ancient tribal ritual to contemporary post-modern dance performance. Prerequisite: DANCE 1100 or DANCE 1101.
- DAN 3537 DANCE FOR THE MUSICAL STAGE** *2 hours*
A study of performance theory and practice in the techniques of dance for the musical theatre. Prerequisite: Junior level standing.
- DAN 3543 CHOREOGRAPHY** *3 hours*
An intensive study and practice of basic principles in choreography to include a choreographic project(s). Prerequisite: 6 credit hours of Dance.
- DAN PRACTICUM** *1-3 hours*
An application of theory and methods to specific areas of dance in supervised experience. Prerequisite: Permission of Department.
- DAN 4301-4309 INDEPENDENT STUDY** *1-4 hours*
Self-directed study following a contractual plan initiated by the student and approved by the department faculty.
- DAN 4400 DANCE FELLOWSHIP** *1-2 hours*
For advanced students who have already received credit of a course or have proven competency in an area who would like to assist the teaching and mentorship of that course under supervision from the course instructor(s). Prerequisite: Permission of Instructor and Theatre Arts Chair required.
- DAN 4401 INTERNSHIP** *1-6 hours*
A supervised application of theory in practice in a functional area related to arts management or other theatre arts area.

ART Courses

The Art program does not provide art supplies for studio courses; those must be provided by the student. (Lists of needed materials are available.)

- ART 1111 INTRODUCTION TO VISUAL ARTS** *3 hours*
A comprehensive and balanced study in the language and elements of the visual arts with a brief overview of art history.
- ART 1522 DECORATIVE ARTS AND MATERIAL CULTURE** *3 hours*
A study of the major developments in the decorative and applied arts and material culture from antiquity to the present. Crosslisted as TA 1522.
- ART 1551 DRAWING** *3 hours*
An introduction to drawing involving basic skills, techniques, and theory, in a variety of media.

School of Performing Arts - Theatre Arts**ART 1552 PAINTING***3 hours*

An introduction to painting involving basic concepts, materials, and techniques.

ART 1553 GRAPHIC DESIGN*3 hours*

An introduction to the basic principles and methods in visual communication and advertising design to include layout, typography, and printing production.

ART 2601 SELECTED TOPICS IN ART*1-3 hours*

A study of a topic selected by the division focusing on an area of particular interest within the discipline.

ART 4303 INDEPENDENT STUDY IN ART*1-4 hours*

Self-directed study following a contractual plan initiated by the student and approved by the faculty.

ART 4401 INTERNSHIP*1-6 hours*

A supervised application of theory to practice in a functional area related to art.

The Enoch A. & Dorothy H. Goodman School of Education

The Enoch A. and Dorothy H. Goodman School Education is named in honor of Enoch A. Goodman and in memory of his wife Dorothy Hedrick Goodman of Salisbury, both of whom have been generous benefactors of the College and are 1938 graduates of Catawba. Mr. Goodman is an emeritus member of the Board of Trustees and is a member of the Catawba College Sports Hall of Fame. The school includes the Departments of Physical Education and Recreation and Teacher Education

Dean: James K. Stringfield, Ph.D

Department of Physical Education & Recreation

Professors: Russell, *Chair*

Assistant Professors: Appenzeller, Hand

Instructors: Casmus; Eden

The Department of Physical Education and Recreation offers activity-centered majors in Physical Education, Recreation, Sport Management, Therapeutic Recreation, Exercise Science and Athletic Training. Teacher licensure is available in Physical Education. A minor in Athletic Coaching is offered.

PHYSICAL EDUCATION Major (B.S. Degree)

| | <i>Hours</i> |
|---|------------------|
| PER 1110 Swim for Beginners | 1 |
| PER 1190 Scientific Foundations of Physical Education, Health and Recreation | 3 |
| PER 1270 Health Science | 3 |
| PER 1290 First Aid, CPR and Emergency Care | 3 |
| PER 1390 Leisure Activities I | 3 |
| PER 1945 Health & Education | 4 |
| PER 2594 Organization and Administration of Physical Education | 3 |
| PER 2596 Measurement, Evaluation, and Research | 3 |
| PER 3800 Motor Learning | 2 |
| PER 3855 Exercise Physiology or PER 2372 Middle and Secondary School Health Education | 3 |
| PER 3950 Kinesiology | 3 |
| PER 4740 Adapting Activities to Special Populations | 3 |
| BIOL 2419, 2420 Anatomy and Physiology I, II | 8 |
| COMART 1101 Fundamentals of Speech | 3 |
| Choose 2 of 4 Skills and Techniques | 6 |
| PER 1161 Basketball & Soccer Techniques..... | 3 |
| PER 1162 Volleyball, Field Hockey, Tennis | 3 |
| PER 1163 Football & Wrestling Techniques | 3 |
| PER 1164 Strength Coaching, Baseball/Softball/ Track & Field techniques | 3 |
| | Total: 51 |

Special Subject (K-12) Teacher Licensure

Students seeking special subject (grades K-12) teacher licensure in Health and Physical Education must satisfy the requirements for the B.S. degree and for undergraduate teacher licensure (including the Special Subject Education Minor and student teaching) outlined under the heading for the Department of Teacher Education in this catalog. Students must include in their program: PER 2372 Middle and Secondary School Health Education.

SPORT MANAGEMENT Major (B.S. Degree)

| | <i>Hours</i> |
|--|--------------|
| PER 2230 Introduction to Sports Management | 3 |
| PER 2231 Sports Marketing | 3 |
| PER 2232 Apprenticeship | 1 |
| PER 2280 Recreational Leadership..... | 3 |
| PER 2355 Psychology of Sport..... | 3 |
| PER 3910 Historical Foundations of Sport and Physical Activity | 3 |
| PER 3920 Legal Aspects of Sports Recreation..... | 3 |
| PER 3930 Management of Sports Facilities | 3 |
| PER 4101 Seminar in Sports Management..... | 3 |
| PER 4111 Sport Philosophy and Ethics | 3 |
| PER 4201 Practicum | 2 |
| PER 4448 Internship | 6 |
| ACC 1901 Principles of Accounting | 3 |

School of Education - Physical Education & Recreation

| | |
|--|---|
| FIN 2535 Managerial Finance..... | 3 |
| MGT 2501 Principles of Management | 3 |
| MKT 2501 Principles of Marketing | 3 |
| IS 2501 Management Information Systems | 3 |
| COMM 1101 Fundamentals of Speech..... | 3 |
| COMM 1240 Journalism..... | 3 |
| Restricted Electives (select 2) | |
| PER 1190 Scientific Foundations of Physical Education, Health and Recreation | 3 |
| PER 2282 Recreation management | 3 |
| PER 2594 Organization and Administration of Physical Education | 3 |
| PER 2596 Measurement, Evaluation, and Research | 3 |
| MGT 2453 Business Law I | |
| MGT 2454 Business Law II | 3 |
| MGT 2451 Legal Environment of Business..... | 3 |

Total 60

RECREATION Major (B.S. Degree)

| | |
|--|-----|
| PER 1110 Swim for Beginners | 1 |
| PER 1190 Scientific Foundations of Physical Education, Health and Recreation | 3 |
| PER 1290 First Aid, CPR and Emergency Care | 3 |
| PER 1390 Leisure Activities I..... | 3 |
| PER 1392 Leisure Activities II | 3 |
| PER 2250 Elementary Physical Education | 4 |
| PER 2280 Recreation Leadership | 3 |
| PER 2282 Recreation Management | 3 |
| PER 2283 Camping and Outdoor Recreation | 2 |
| PER 2595 Organization and Administration Recreation..... | 3 |
| PER 2596 Measurement, Evaluation, and Research..... | 3 |
| PER 4201 Practicum | 2 |
| PER 4448 Internship | 6-9 |
| PER 4740 Adapting Activities to Special Populations | 3 |
| PSYCH 2340 Child Psychology or PSYCH 2350 Adolescent Psychology | 3 |
| COMART 1101 Fundamentals of Speech..... | 3 |
| EDUC 3520 Art Education in Elementary Schools | 2 |

Total 50-53

THERAPEUTIC RECREATION Major (B.S. Degree)

| | |
|---|---|
| PER 1110 Swim for Beginners | 1 |
| PER 1290 First Aid, CPR and Emergency Care | 3 |
| PER 2110 Medical Terminology | 1 |
| PER 2280 Recreation Leadership | 3 |
| PER 2282 Recreation Management | 3 |
| PER 2595 Organization and Administration of Recreation | 3 |
| PER 3525 Introduction to Therapeutic Recreation | 3 |
| PER 3530 Issues and Trends in Therapeutic Recreation | 3 |
| PER 3535 Assessment in Therapeutic Recreation | 3 |
| PER 3540 Program Planning in Therapeutic Recreation | 3 |
| PER 3545 Therapeutic Recreation Intervention and Techniques | 3 |
| PER 4201 Practicum | 2 |
| PER 4448 Internship | 6 |
| PSYCH 2340 Child Psychology or PSYCH 2350 Adolescent Psychology | 3 |
| PSYCH 2345 Human Development | 3 |
| PSYCH 3480 Abnormal Psychology | 4 |
| PSYCH 3940 Psychology of Exceptionalities | 3 |
| BIOL 2419 Human Anatomy and Physiology I | 4 |
| CA 1101 Fundamentals of Speech | 3 |
| Elective in support course | 3 |

Total 58

EXERCISE SCIENCE Major (B. S. Degree)

| | |
|--|---|
| PER 1290 First Aid, CPR and Emergency Care | 3 |
|--|---|

School of Education - Physical Education & Recreation

| | |
|---|-----|
| PER 1525 Introduction to Athletic Training | 4 |
| PER 2280 Recreation Leadership | 3 |
| BIO 2419 Anatomy & Physiology I | 4 |
| BIO 2420 Anatomy & Physiology II | 4 |
| PER 2596 Measurement, Evaluation and Research | 3 |
| PER 3070 Nutrition and Physical Conditioning | 3 |
| PER 3551 Pharmacology..... | 2 |
| PER 3855 Exercise Physiology..... | 3 |
| PER 3856 Exercise Physiology Lab | 1 |
| PER 3950 Kinesiology | 3 |
| PER 3951 Kinesiology Lab..... | 1 |
| PER 4448 Internship | 6 |
| BIO 2419 Anatomy and Physiology I..... | 4 |
| BIO 2420 Anatomy and Physiology II | 4 |
| Suggested or Departmental Electives | 6-8 |
| CHEM 1501 General Chemistry I (4) | |
| PHYS 2521 General Physics I (4) | |
| PER 1270 Health Science (3) | |
| PER 3519 Therapeutic Modalities (3) | |
| PER 3520 Rehabilitation Techniques (3) | |
| PER 3800 Motor Learning (2) | |
| PER 4740 Adapting Activities to Special Populations (3) | |
| PER 2110 Medical Terminology (1) | |
| PSYCH 2470 Health Psychology (3) | |

Total: 46-48

ATHLETIC TRAINING Major (B.S. Degree)

| | |
|---|---|
| PER 1270 Health Science..... | 3 |
| PER 1290 First Aid and CPR | 3 |
| PER 1525 Introduction to Athletic Training | 4 |
| PER 2551 Athletic Training I-Lower Body Assessment | 3 |
| PER 2552 Athletic Training II-Upper Body Assessment | 3 |
| PER 2901 Athletic Training Skills | 1 |
| PER 2902 Clinical I..... | 1 |
| PER 3050 Organization and Administration of Athletic Training | 3 |
| PER 3070 Nutrition and Physical Conditioning. | 3 |
| PER 3519 Therapeutic Modalities and Treatment of Athletic Injuries..... | 3 |
| PER 3520 Rehabilitation Techniques and Therapeutic Exercise | 3 |
| PER 3551 Pharmacology..... | 2 |
| PER 3855 Exercise Physiology | 3 |
| PER 3856 Exercise Physiology Lab | 1 |
| PER 3901 Clinical II | 1 |
| PER 3902 Clinical III | 1 |
| PER 3903 Clinical IV | 1 |
| PER 3950 Kinesiology | 3 |
| PER 3951 Kinesiology Lab..... | 1 |
| PER 4522 Research | 1 |
| PER 4552 General Medical..... | 1 |
| PER 4901 Clinical V | 1 |
| PER 4902 Senior Clinical | 1 |
| BIOL 2419, 2420 Anatomy and Physiology I, II | 8 |
| PSYCH 2345 Human Development | 3 |

Total for the Major: 60

The Athletic Training Major is designed to prepare students for the exciting profession of athletic training. Athletic Trainers are the front-line professionals dealing specifically with athletes and athletic injuries. The program consists of various academic and clinical experiences. Not only will athletic training students be exposed to numerous academic challenges, but, as a part of the clinical program, they will also be involved in the daily delivery of athletic healthcare to the intercollegiate athletes at Catawba College.

School of Education - Physical Education & Recreation

This hands-on experience will better enable the students to complete clinical proficiencies and give them the opportunity to expand the concepts learned in the classroom. These experiences include practice and game coverage, injury evaluation and treatment, implementing injury prevention techniques, as well as designing and implementing long-term rehabilitation and conditioning programs. The athletic training education program also has clinical affiliations with local Doctors' offices, and outpatient rehabilitation clinics.

Admissions Requirements to the Athletic Training Program

Catawba College's Athletic Training Education Program is a competitive admission major. Because of the admissions requirements, it is also necessary for the entry level students (freshmen or transfers) to take (or have taken the equivalent of): PER 1525 Introduction to Athletic Training, PER 2901 Athletic Training Skills, PER 1290 First Aid & CPR. The above mentioned courses are to be taken in addition to general studies courses.

By the second Friday in November of the freshman or qualifying year, the prospective athletic training student is required to submit the following to the Program Director of Athletic Training:

1. Completed Application, General Information Sheet and Questionnaire;
2. Four letters of recommendation (other than family members), from teachers and/or employers present and/or past, other;
3. Copies of current American Red Cross First Aid and CPR cards or equivalent as allowed by the Board of Certification (BOC);
4. Copy of Immunization records;
5. Signed copy of the Catawba College A.T. Technical Standard Guidelines;
6. Once admitted into the Athletic Training Program, the student must pass a physical exam and show proof of professional liability/malpractice insurance.

Selection Criteria

1. Required minimum cumulative GPA of 2.5 after completion of the first semester of the freshman year,
2. Minimum grade of a "C" in PER 1525 Introduction to Athletic Training, PER 1290 First Aid and CPR;
3. Satisfactory completion of Freshmen Athletic Training Skills;
4. Acquiring a minimum of 50 clinical observation hours at Catawba College, 70 hours must be achieved by February 1;
5. Current American Red Cross Certifications in First Aid and Professional Rescuer or equivalent (prior to sophomore rotation);
6. Personal interview for those students who meet all admissions requirements;
7. Sound health that will permit the athletic training student to meet the established written technical standards of the athletic training program.

Retention Policies for the Program (exceptions by discretion of athletic training program director):

1. Maintain 2.0 grade point average (required by Catawba College to graduate);
2. Satisfactory completion of competencies and proficiencies through the lab sections of the athletic training classes and clinical classes;
3. Satisfactory evaluations of performance in the practical setting by ACI's and/or off-campus rotation ACI's at regular end of the semester intervals and/or regular season end;
4. Attain a "C" or above in all required athletic training classes;
5. Maintain current American Red Cross Certification in First Aid and Professional Rescuer or equivalent as allowed by the BOC;
6. Show proof of Professional liability/malpractice insurance.

Students falling below a cumulative GPA of 2.0 will be placed on probation. Students must increase their GPA above a 2.0 after one semester in order to remain in the program. Failure to meet the 2.0 GPA requirement after one semester will lead to dismissal from the program. In certain circumstances, students who have been dismissed may reapply to the Athletic Training Program. The Director of Athletic Training and Athletic Training staff has final say in this matter.

Transfer Student Policy

Each transfer student will be evaluated on an individual basis according to the amount of college level athletic training course work and clinical experience he/she has undertaken. The rules for transfer students are as follows:

1. A transfer student who has no athletic training experience will be required to follow the entrance requirements for traditional students listed above.
2. A transfer student who has athletic training experience will be required to follow the entrance requirements below:
 1. the only athletic training course which will be accepted is the equivalent of PER 1525 Introduction to Athletic Training.
 2. clinical experience will be determined by taking a Clinical Mastery Examination
 3. the student may be admitted on a probationary basis if spaces are available. The Program Director and athletic training staff will evaluate the following areas:
 - 1 overall GPA
 - 2 application
 - 3 interview with athletic training staff
 4. recommendation from a certified athletic trainer

School of Education - Physical Education & Recreation

Student Athlete/ Athletic Training Student Policy

Majoring in Athletic Training and being a student athlete is possible. The student athlete/athletic training student will have to meet all the clinical education requirements set forth by the Athletic Training Education Program. The student athlete/athletic training student will sign the "Student Athlete/Athletic Training Student" agreement with their Head Coach and the Athletic Training Program Director which will outline their athletic and athletic training responsibilities during their teams respective playing season. Upon completion of their respective teams's season, the student athlete/athletic training student will dedicate the remainder of their time to athletic training. Failure to meet the clinical education requirements set forth by the Athletic Training Education Program will result in a failing clinical grade.

Costs Associated with the Program

Potential Athletic Training students should be aware that there are several additional costs associated with the program. These include Hepatitis B vaccine, liability/malpractice insurance, clothing, and travel to affiliate sites. For an up-to-date listing of all the costs associated with the Athletic Training Education Program, please visit the web site at: <http://www.catawba.edu/academic/physicaleducation/athletictraining.htm>.

For additional athletic training information, please contact: Program Director of Athletic Training Education, 704-637-4455 or 1-800-228-2922 (EXT 4455).

ATHLETIC COACHING Minor

| | <i>Hours</i> |
|---|--------------|
| PER 1161-4 Coaching | 6 |
| PER 1520 Introduction to Athletic Health Care | 2 |
| PER 1255 Coaching Responsibilities | 3 |
| PER 1290 First Aid, CPR and Emergency Care | 3 |
| PER 2355 Psychology of Sport..... | 3 |
| PER 4448 Internship | 3 |
| | Total: 20 |

PHYSICAL EDUCATION & RECREATION Courses

All students must complete PER 1101. Students may receive a maximum of four semester hours credit in courses numbered 1101 to 1118.

PER 1101 PRESCRIPTIVE FITNESS

1 hour

A basic study of selected systems of the human body and their response to exercise, with emphasis on personal nutrition and its relationship to fitness, and the development of personal fitness programs. Lecture and participation. Completed medical history and informed consent form must be on file.

PER 1103 CARDIOVASCULAR FITNESS

1 hour

Management of fitness and appearance via aerobic activity choices.

PER 1104 WEIGHT TRAINING

1 hour

Management of fitness and appearance via weight training principles.

PER 1106 TENNIS - GOLF

1 hour

Instruction for non-experienced students.

PER 1108 RACQUETBALL

1 hour

Instruction for non-experienced students.

PER 1110 SWIM FOR BEGINNERS

1 hour

Instruction for non-experienced students.

PER 1112 LIFEGUARDING

1 hour

Red Cross certification in Senior Life Saving and Water Safety Instruction. Prerequisite: permission of Instructor.

PER 1114 TENNIS - VOLLEYBALL

1 hour

Instruction for non-experienced students.

PER 1115 JUDO

1 hour

Instruction in Judo in the Kodokan tradition, including throwing and grappling techniques with emphasis on the principles of non-violence and self-discipline. Purchase of uniform required.

PER 1116 AEROBICS

1 hour

Instruction in aerobic exercises.

School of Education - Physical Education & Recreation

| | |
|---|----------------|
| PER 1117 KARATE | <i>1 hour</i> |
| Instruction in the five basic principles of Karate: self-discipline, self-control, self-confidence, philosophy, and self-defense. Lab fee required. | |
| PER 1118 ARCHERY | <i>1 hour</i> |
| Instruction for non-experienced students. | |
| PER 1161 BASKETBALL/SOCCER SKILLS AND TECHNIQUES | <i>3 hours</i> |
| Coaching and teaching fundamental skills and techniques, game strategy, organization, scouting, and practical field experience. | |
| PER 1162 VOLLEYBALL/FIELD HOCKEY/ TENNIS SKILLS AND TECHNIQUES | <i>3 hours</i> |
| Coaching and teaching fundamental skills and techniques, game strategy, organization, scouting, and practical field experience. | |
| PER 1163 FOOTBALL/WRESTLING SKILLS AND TECHNIQUES | <i>3 hours</i> |
| Coaching and teaching fundamental skills and techniques, game strategy, organization, scouting, and practical field experience. | |
| PER 1164 STRENGTH/BASEBALL/SOFTBALL/TRACK & FIELD SKILL AND TECHNIQUES | <i>3 hours</i> |
| Coaching and teaching fundamental skills and techniques, game strategy, organization, scouting, and practical field experience. | |
| PER 1190 SCIENTIFIC FOUNDATIONS OF PHYSICAL EDUCATION, HEALTH & RECREATION | <i>3 hours</i> |
| A study of the nature and scope of physical education, health, and recreation with emphasis on the physiological, philosophical, psychological, and sociological aspects. | |
| PER 1255 COACHING RESPONSIBILITIES | <i>3 hours</i> |
| A comprehensive study of the responsibilities associated with, and the personal qualifications necessary to coach a sport. | |
| PER 1270 HEALTH SCIENCE | <i>3 hours</i> |
| An analysis of health dilemmas facing modern man and means of comprehending, alleviating, and/or solving the problems. | |
| PER 1290 FIRST AID, CPR AND EMERGENCY CARE | <i>3 hours</i> |
| A practical study of the theory and application of first aid, cardiopulmonary resuscitation (CPR) and rescue breathing AED, and two-person CPR, to include both minor and extreme medical problems. | |
| PER 1390 LEISURE ACTIVITIES I | <i>3 hours</i> |
| Skill acquisition, testing, presentation methods, skill analysis, and presentation planning in selected activities to include dance, badminton, bowling, softball, and volleyball. Lecture and laboratory. | |
| PER 1392 LEISURE ACTIVITIES II | <i>3 hours</i> |
| Skill acquisition, testing, presentation methods, skill analysis, and presentation planning in selected activities to include gymnastics, basketball, tennis, soccer, and golf. Lecture and laboratory. | |
| PER 1520 INTRODUCTION TO ATHLETIC HEALTH CARE | <i>2 hours</i> |
| A study of the principles, procedures, and techniques concerning the prevention and treatment of athletic injuries from a coaching perspective. (Offered in alternate years.) | |
| PER 1525 INTRODUCTION TO ATHLETIC TRAINING | <i>4 hours</i> |
| A survey of injury/illness factors, appropriate care from onset through referral, follow-up and rehabilitation, and prevention programs of athletic injuries/illness, including psychological, environmental conditions, drug-use considerations, administrative components, health care and counseling information, professional discipline information of an athletic training program, and the history and structure of the N.A.T.A. This course is designed for Athletic Training majors. Lecture and laboratory. | |
| PER 1945 HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS | <i>4 hours</i> |
| A study of the materials and methods for teaching health and physical education in grades K-6. Skill maturation, levels, and activities are emphasized. | |
| PER 2100 INTRODUCTION TO SIGN LANGUAGE | <i>2 hours</i> |
| An introduction to the basic skills necessary to communicate effectively with sign language. | |
| PER 2110 MEDICAL TERMINOLOGY | <i>1 hour</i> |
| An introduction to basic medical terms and their use as they are encountered in athletic training and therapeutic recreation. | |
| PER 2230 INTRODUCTION TO SPORTS MANAGEMENT | <i>3 hours</i> |
| An introduction to the sports industry community, with an emphasis on career possibilities and necessary competencies. | |
| PER 2231 SPORTS MARKETING | <i>3 hours</i> |
| An overview of the principles of promotion and marketing of the sport industry. | |

School of Education - Physical Education & Recreation

- PER 2232 APPRENTICESHIP** *1 hour*
 This course is a directed field experience designed to help students gain initial or continuing work experience in their chosen specialty area or to explore a variety of sport settings in order to determine their desired work setting in preparation for the required full-time internship. Assistance in securing a work site is provided if necessary.
- PER 2250 ELEMENTARY PHYSICAL EDUCATION** *4 hours*
 A study of the fundamental skills associated with various age groups and skill activities best suited to them. The laboratory experience allows students to select an appropriate class level and handicapped group with which to work. Lecture and laboratory.
- PER 2280 RECREATIONAL LEADERSHIP** *3 hours*
 A basic course including fundamentals of recreational leadership, group dynamics, and human relation skills.
- PER 2282 RECREATIONAL MANAGEMENT** *3 hours*
 Identification and explanation of administrative opportunities specific to recreation. Particular emphasis given to personnel, facilities development and maintenance, scheduling, and financial management.
- PER 2283 CAMPING AND OUTDOOR RECREATION** *2 hours*
 Training in the practical skills of organized camping, to include experience in a camp setting. Fee required.
- PER 2355 PSYCHOLOGY OF SPORT** *3 hours*
 A study of the conditions affecting skill acquisition and human performance.
- PER 2372 MIDDLE AND SECONDARY SCHOOL HEALTH EDUCATION** *3 hours*
 A study of the organization and administration of the middle and secondary school health program, with emphasis on methods and techniques of health instruction, to include observation and teaching in the middle and secondary schools.
- PER 2551 ATHLETIC TRAINING I (LOWER BODY ASSESSMENT)** *3 hours*
 A study of the prevention, recognition, evaluation, management, treatment, and disposition of injuries/illness associated with participation in competitive athletics and physical activity, and implementation of all components of a comprehensive athletic training program plan as it relates to the lower body.
- PER 2552 ATHLETIC TRAINING II (UPPER BODY ASSESSMENT)** *3 hours*
 A study of the prevention, recognition, evaluation, management, treatment, and disposition of injuries/illness associated with participation in competitive athletics and physical activity, and implementation of all components of a comprehensive athletic training program plan as it relates to the upper body, abdominal and thoracic regions. Prerequisites: PER 1525, 2551, BIOL 2419.
- PER 2594 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION** *3 hours*
 A study of the organization and administration of physical education, athletic training, and athletic programs, with emphasis on financial, physical, legal, and medical issues.
- PER 2595 ORGANIZATION AND ADMINISTRATION OF RECREATION** *3 hours*
 A study of the organization and administration of recreational programs with emphasis on programming, staffing, budgeting, and risk management issues.
- PER 2596 MEASUREMENT, EVALUATION, AND RESEARCH** *3 hours*
 The statistical and testing techniques used to ascertain performance levels, individual improvement, and the validity of empirical data.
- PER 2901 ATHLETIC TRAINING SKILLS** *1 hour*
 Students learn basic athletic training skills in the areas of risk management and acute care of injury and illness. Prerequisite: PER 1525.
- PER 2902 CLINICAL I** *1 hour*
 Students complete clinical proficiency requirements and gain clinical experience. Prerequisite: PER 2551.
- PER 3000 TOPIC IN PHYSICAL EDUCATION** *1-3 hours*
 A study of selected topics from the fields of physical education, recreation, and sports medicine, focusing on specialized interests within the discipline.
- PER 3050 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING** *3 hours*
 A study of the organization and administration of athletic training programs with an emphasis on health care administration, financial, physical, legal, ethical, and athletic training issues.

School of Education - Physical Education & Recreation

- PER 3070 NUTRITION AND PHYSICAL CONDITIONING** *3 hours*
 A study of basic nutrition and its effects upon growth and development, body composition, and human performance in the active and inactive person. In conjunction with studying the basic components of a total body, year-round physical conditioning program specific to the individual and activity.
- PER 3519 THERAPEUTIC MODALITIES AND TREATMENT OF ATHLETIC INJURIES** *3 hours*
 A study of the theory and application of the physiological regulation of pain, inflammation, and healing of the human body to include basic physics, application of modalities, the basic rehabilitation concepts and modalities of the treatment and care of the physically active. Prerequisites: Athletic Training major.
- PER 3520 REHABILITATION TECHNIQUES AND THERAPEUTIC EXERCISE** *3 hours*
 A study of the theory and application of the basic rehabilitation and reconditioning concepts and protocols for the physically active. Prerequisite: PER 3950, 3951, Corequisite: PER 3855, 3856.
- PER 3525 INTRODUCTION TO THERAPEUTIC RECREATION** *3 hours*
 An introduction and overview of the history, philosophy and practice of Therapeutic Recreation as a treatment service.
- PER 3530 ISSUES AND TRENDS IN THERAPEUTIC RECREATION** *3 hours*
 A study of prominent issues and trends in the field of Therapeutic Recreation.
- PER 3535 ASSESSMENT IN THERAPEUTIC RECREATION** *3 hours*
 A study of the basic concepts, techniques, and methods connected with the practice of Therapeutic Recreation in settings offering medical, rehabilitation and health care services.
- PER 3540 PROGRAM PLANNING IN THERAPEUTIC RECREATION** *3 hours*
 An introduction to the systematic design, implementation and evaluation of therapeutic recreation programs.
- PER 3545 THERAPEUTIC RECREATION INTERVENTION AND TECHNIQUES** *3 hours*
 A course designed as an experiential class in implementing therapeutic recreation interventions which will emphasize group dynamics, initiatives, leadership, adaption, therapeutic communication, and behavior management.
- PER 3551 PHARMACOLOGY** *2 hours*
 A study of the basic principles and fundamentals of human pharmacology, to include a knowledge of the chemical and physical properties, biochemical and physiological effects, mechanism of action, absorption, distribution, and biotransformation and excretion, therapeutic use and adverse reactions of drugs commonly used in the treatment of athletic injuries.
- PER 3759 TEACHING METHODS SEMINAR** *2 hours*
 Methods of organizing, presenting, and evaluating selected physical education activities.
- PER 3800 MOTOR LEARNING** *2 hours*
 An investigation of motor development needed to understand human behavior as it relates to teaching, learning, and performing motor skills.
- PER 3855 EXERCISE PHYSIOLOGY** *3 hours*
 A study of the immediate and chronic physiological changes which accompany exercise and the implication of these changes for physical education and training programs. Lecture and laboratory. Prerequisite: BIOL 2419.
- PER 3856 EXERCISE PHYSIOLOGY LAB** *1 hour*
 An application of physiological principles to the study of the immediate and chronic physiological changes which accompany exercise and the implication of these changes for physical education and training programs. Lecture and laboratory.
- PER 3901 CLINICAL II** *1 hour*
 Students complete clinical proficiency requirements and gain clinical experience. Prerequisite: PER 2552.
- PER 3902 CLINICAL III** *1 hour*
 Students complete clinical proficiency requirements and gain clinical experience. Prerequisites: PER 3519.
- PER 3903 CLINICAL IV** *1 hour*
 Students complete clinical proficiency requirements and gain clinical experience. Prerequisites: PER 3519 and PER 4552.
- PER 3910 HISTORICAL FOUNDATIONS OF SPORT AND PHYSICAL ACTIVITY** *3 hours*
 The course will examine the history of sport and physical activity. Students will be encouraged to challenge the stereotypes of sport and to think critically about the role of organized athletics as part of the cultural fabric of the United States. The emphasis will be on the history of American sport and international events such as The Olympics, World Cup, Tour de France, and Wimbledon.

School of Education - Physical Education & Recreation

- PER 3920 LEGAL ASPECTS OF SPORTS AND RECREATION** *3 hours*
A study of the law as it relates to recreation and sport. The four major fields of law will be reviewed - tort law, criminal law, contract law and constitutional law.
- PER 3930 MANAGEMENT OF SPORTS FACILITIES** *3 hours*
An analysis and critical study of the principles used in financing and maintaining the facilities for various sports related programs.
- PER 3950 KINESIOLOGY** *3 hours*
An analysis of human movement patterns including involved musculature mechanical principles, and techniques of improving movement efficiency. Prerequisite: BIOL 2419.
- PER 3951 KINESIOLOGY LAB** *1 hour*
A study of the application of kinesiology principles as they relate to the analysis of human movement patterns, including involved musculature mechanical principles and techniques of improving movement efficiency.
- PER 4101 SEMINAR IN SPORTS MANAGEMENT** *3 hours*
A systematic review of the other sports management courses with an emphasis on current problems, issues and trends.
- PER 4111 SPORT PHILOSOPHY AND ETHICS** *3 hours*
This course is the culminating experience for students majoring in Sport Management. It is a writing intensive course and includes an in-depth study into the implementation of various programs as well as philosophical approaches to recreation and sport management. Topics to be covered will include philosophy, societal issues, ethics, and issues facing the profession in the 21st century.
- PER 4201 PRACTICUM** *1-5 hours*
An ongoing relationship with an agency or group related to the student's major interest, resulting in understanding of the purpose and methods of the agency or group. Prerequisite: Departmental acceptance. The minimum number of work experience hours is determined at the time of practicum acceptance.
- PER 4301 INDEPENDENT STUDY** *3 hours*
Self-directed study following a contractual plan initiated by the student and accepted by the staff.
- PER 4448 INTERNSHIP** *1-12 hours*
Practical work experience with a cooperating agent and under the supervision of a departmental faculty member. Credit is granted as a result of pre-agreement and planning of the advisor and student. The minimum number of work experience hours is determined at the time of field experience acceptance. Written work and a summary evaluation is required.
- PER 4522 RESEARCH** *1 hour*
Guidance and experimentation in the process of selecting, researching, producing, revising, evaluating, submitting and presenting a topic selected by the student with input of the instructor focusing on a specialized area of athletic training. Prerequisite: Permission of Instructor.
- PER 4552 GENERAL MEDICAL** *3 hour*
A study of the signs, symptoms, and treatment of diseases and illnesses associated with the human body. .
- PER 4740 ADAPTING ACTIVITIES TO SPECIAL POPULATIONS** *3 hours*
Creating unique opportunities of motor skill and leisure activities for handicapped individuals and groups. Particular emphasis is given to the construction of corrective and adapted programs, and teaching the atypical. Lecture and laboratory.
- PER 4901 CLINICAL V** *1 hour*
Students complete clinical proficiency requirements and gain clinical experience. Prerequisites: PER 3520.
- PER 4902 SENIOR CLINICAL** *1 hour*
Students will complete clinical proficiency requirements and gain clinical experience. Course also helps athletic training students prepare for the Board of Certification exam and will contain a mock exam.
- PER 5850 HEALTH & PHYSICAL NEEDS OF YOUNG CHILDREN** *3 hours*
A review of the growth and development of the elementary school child and the relationship of health and physical activity to learning, focusing on the whole child. Prerequisite: Permission of the Instructor.

Department of Teacher Education

Professors: Kasias; Stringfield

Associate Professors: Osterhus, Truitt, *Chair*

Lecturer: James

The Department of Teacher Education at Catawba College is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes the bachelor's and master's levels of professional education programs offered at the institution.

The Department of Teacher Education offers a major in Elementary Education (K-6), Middle School (6-9), or Special Education (K-12). The Department of Teacher Education offers a minor in Secondary Education (9-12) with licensure in Biology, Chemistry, English, Mathematics, Comprehensive Science, and Comprehensive Social Studies, and a minor in Special Subject Areas (K-12) with licensure in Health and Physical Education, Music, Education, Spanish Education and Theatre Education. A program leading to add-on licensure in the special field of Reading (K-12) is available. Course requirements for each of these programs are available in the Department of Teacher Education.

In the School of Evening and Graduate Studies, the Department offers the B.A.E. in Birth-Kindergarten Education.

The Department of Teacher Education is required by law to submit two annual performance reports: The IHE Performance Report (www.ncpublicschools.org/ihe/reports) and the Title 2 Federal Report (www.title2.org). Copies of these reports are available upon request to the Department of Teacher Education.

Undergraduate Teacher Licensure - All graduates of Catawba College who meet the requirements established by the College and approved by the North Carolina State Board of Education will be recommended for the appropriate North Carolina teaching license. (Post-baccalaureate students will be recommended for licensure by the Department of Teacher Education upon completion of equivalent requirements as outlined in a personalized plan of study.) All persons seeking licensure should confer with the Department of Teacher Education.

The following procedures are required for completion of the teacher education programs at Catawba College:

1. Freshman Year

Indicate an interest in teacher education by contacting a member of the Department of Teacher Education.

2. Sophomore Year

- a. Complete EDUC 2000
- b. Take PRAXIS I: Pre-Professional Skills Tests (PPST) and obtain acceptable scores by April.
- c. Apply and be admitted to a teacher education program. The application should be submitted to the Department of Teacher Education at the beginning of the semester in which the applicant will accrue approximately 60 semester hours. Please note that an active TaskStream account is necessary upon admission and must be maintained until program completion. Requirements include a recommendation by the major academic department, a 2.50 overall academic average, required scores on the PRAXIS I: PPST or appropriate SAT scores exempting some or all PRAXIS testing requirements, an acceptable record in the college student discipline file, and an acceptable criminal background history. These requirements must be satisfied before a student is allowed to enter education courses requiring permission of the Teacher Education Council. Specific requirements for admission to teacher education can be found on the Catawba College's teacher education webpages.

3. Junior Year

- a. Complete designated junior year professional sequence.
- b. Maintain a 2.50 or better academic average with no more than one D in the professional sequence.
- c. Maintain an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history.
- d. Apply and be admitted to student teaching. Application for admission to student teaching must be made between January 15 and February 28 of the year before the student teaching is to take place. Student teaching for some licensure areas is offered in the Fall semester only. Any student who plans to student teach should check with the Department of Teacher Education to be certain when student teaching will be offered for a particular specialization.

4. Senior Year

- a. Enroll in student teaching and EDUC 4500 Professional Leadership Seminar.
- b. Take PRAXIS II tests required for licensure in North Carolina. Consult with the Department of Teacher Education regarding testing requirements.
- c. Complete an electronic professional portfolio.

Teacher licensure requirements (e.g., student teaching) may be in addition to graduation requirements. Candidates must complete the licensure program with a 2.50 GPA or better in order to be recommended for a North Carolina teaching license. Certain course selections from the college distribution requirements may be used to meet licensure requirements. In order that such requirements can be met, all programs leading to secondary or special subjects licensure should be planned jointly with the major department and the Department of Teacher Education. North Carolina licensure requirements mandate the achievement of a specified minimum score on the PRAXIS I and specialty area components of the PRAXIS II. Current minimum scores are available upon request. Because of formal reciprocity agreements with other states, a person who completes the requirements for a North Carolina teacher's license may

School of Education - Teacher Education

be granted the corresponding licensure in other states. Students are responsible for checking the specific requirements for licensure in states outside of North Carolina.

Licensure-Only Program - A person holding a baccalaureate degree from an accredited institution who wishes to prepare for a teaching license must apply through undergraduate admissions. A licensure program will be developed following evaluation of the individual's transcript. A letter of agreement will be issued specifying courses needed in order for the individual to complete Catawba College's state-approved program in the desired area of licensure. Graduates who enroll as post-baccalaureate students are eligible for reduced tuition. For more specific information contact the Department of Teacher Education.

Alternative Licensure / Lateral Entry Teachers - Lateral entry teachers employed in the North Carolina public schools should contact the Office of Personnel in the local school district about the service of the Regional Alternative Licensure Center (RALC). The RALC will develop a plan of study which outlines the coursework a lateral entry teacher must complete in partial fulfillment of the requirements for an alternative teaching license. Catawba College offers a limited number of courses which may satisfy these requirements. For further information, please contact the Dean of the Goodman School of Education.

Undergraduate Education Major - Completion of the major program in Education along with early field experience and student teaching meets basic licensure requirements in North Carolina in Elementary (K-6), Middle School (grades 6-9), or Special Education: General Curriculum (grades K-12) depending on the track which the student chooses. The Middle School license requires specialization in one area selected from Language Arts, Mathematics, Science, or Social Studies. A major in Special Education requires a concentration in Elementary or Middle/High School.

Secondary Education - Programs approved for licensure in Secondary Education (9-12) at Catawba College include Biology, Chemistry, English, Mathematics, Comprehensive Science and Comprehensive Social Studies. Licensure programs in each of these areas share a common core of professional course requirements. These are met by completing the minor in Secondary Education. Applied practice, which includes early field experiences assigned as a part of the professional course sequence and Student Teaching, must be completed in a satisfactory manner, also. The licensure programs in Science and Social Studies typically require an additional 1-2 semesters of coursework.

Special Subject Areas - Programs approved for licensure in Special Subject Areas (K-12) at Catawba College include Health and Physical Education, Music Education, Spanish Education, and Theatre Education. Licensure programs in each of these areas share a common core of professional course requirements. These are met by completing the minor in Special Subject Areas. Applied practice, which includes early field experiences assigned as part of the professional course sequence and student teaching, must be completed in a satisfactory manner.

Additional Field - In addition to primary fields of licensure, Catawba College offers a program leading to add-on licensure in the second field of Reading (K-12).

Criminal Background Check/ Student Discipline File - All candidates must successfully complete a criminal background check before being admitted into any teacher education program. Furthermore, all candidates must maintain an acceptable criminal background throughout the program. All candidates must maintain an acceptable Catawba College student discipline file. Details are provided in the Department of Teacher Education Policies and Procedures Handbook.

EDUCATION: ELEMENTARY Major (B. A. Degree)

The following course of study along with general college requirements and applied practice meet requirements for North Carolina initial licensure in grades K-6. Applied practice includes early field experiences assigned as part of the professional course sequence and student teaching. Students enrolled in EDUC 3102, 3103, 3104, 3105, 3106, and 3107 engage in extensive internship and mentoring experiences through the Catawba Overton Partnership for Excellence (COPE) program, a professional development partnership. All elementary education students who are considering North Carolina licensure are strongly encouraged to select HIST 2400 NC History as one of their Humanities electives. They are also strongly encouraged to select MATH 1132 Introduction to Statistics to fulfill the general education distribution. Students should note that MATH 1120 Survey of Mathematics I is required in the Elementary major and will fulfill 3 semester hours of general education requirements for Mathematics.

| | <i>Hours</i> |
|---|--------------|
| EDUC 2000 Introduction to Teaching and Educational Technology | 3 |
| EDUC 2105 Cultural Geography | 3 |
| EDUC 2150 Literature for Children and Youth | 3 |
| *EDUC 3100 Theories of Teaching and Learning | 3 |
| *EDUC 3101 Learning Environments and Professional Practice..... | 3 |
| *EDUC 3102 Elementary Methods in Literacy I | 4 |
| *EDUC 3103 Elementary Methods in Literacy II | 4 |
| *EDUC 3104 Elementary Methods in Science | 2 |
| *EDUC 3105 Elementary Methods in Social Studies..... | 2 |
| *EDUC 3106 Elementary Methods in Mathematics I | 2 |
| *EDUC 3107 Elementary Methods in Mathematics II | 2 |

School of Education - Teacher Education

| | |
|--|---------------------|
| *EDUC 3010 Integrated Arts | 3 |
| ENV 1511 Conceptual Integrated Science and the Environment | 3 |
| MATH 1120 Survey of Mathematics I | 3 |
| MATH 1121 Survey of Mathematics II..... | 3 |
| PER 1945 Health and P.E. in Elementary Schools | 4 |
| PSYC 2340 Child Psychology | 3 |
| PSYC 3940 Psychology of Exceptionalities | 3 |
| HIST 1201 OR 1202 Survey of American History I OR II | 3 |
| | Total for Major: 56 |
| *Student Teaching | 12 |
| *EDUC 4500 Professional Leadership Seminar | 3 |
| <i>*Permission of the Teacher Education Council required.</i> | |

EDUCATION: MIDDLE SCHOOL Major (B. A. Degree)

The following course of study along with general college requirements and applied practice meets North Carolina requirements for initial licensure in grades 6-9. Applied practice includes early field experiences assigned as part of the professional course sequence.

Core Requirements

| | <i>Hours</i> |
|---|--------------|
| EDUC 2000 Introduction to Teaching and Educational Technology | 3 |
| *EDUC 3100 Theories of Teaching and Learning | 3 |
| *EDUC 3101 Learning Environments and Professional Practice..... | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| PSYC 2350 Adolescent Psychology | 3 |
| PSYC 3940 Psychology of Exceptionalities | 3 |
| +Methods course appropriate for subject areas..... | 3 |
| | Total 21 |
| *EDUC 4002 Student Teaching | 12 |
| *EDUC 4500 Professional Leadership Seminar | 3 |
| <i>*Permission of the Teacher Education Council Required.</i> | |

Specialization Requirements

In addition to the Core Requirements, students must complete one specialization area selected from the following.

Language Arts Specialization

| | |
|--|----------|
| EDUC 2150 Literature for Children and Youth | 3 |
| *EDUC 3006 Language Arts Methods for Middle and Secondary Teachers | 3 |
| CA 1110 Introduction to Mass Media | 3 |
| ENGL 3201 English Grammar OR ENGL 4801 Language and Society | 3 |
| Four courses in English, three of which must be literature courses above 1000 level..... | 12 |
| | Total 24 |

**Permission of the Teacher Education Council Required*

Mathematics Specialization

| | |
|--|----------|
| MATH 1120 Survey of Mathematics I | 3 |
| MATH 1121 Survey of Mathematics II..... | 3 |
| MATH 1132 Introduction to Statistics | 3 |
| MATH 1601 Principles of Mathematics | 3 |
| MATH 1701 Applied Calculus | 3 |
| MATH 2535 History of Mathematics | 3 |
| MATH 2900 Introduction to Mathematical Proofs | 3 |
| MATH 3501 Linear Algebra | 3 |
| *EDUC 3009 Mathematics Methods for Middle and Secondary Teachers | 3 |
| | Total 27 |

**Permission of the Teacher Education Council Required*

Science Specialization

| | |
|---|----------|
| BIOL 1101 Bioscience..... | 4 |
| CHEM 1501, 1502 General Chemistry I, II | 8 |
| ENV 1111 Earth Science | 4 |
| *EDUC 3008 Integrated Science and Science Methods for Middle and Secondary Teachers | 3 |
| PHYS 2521, 2522 General Physics I, II | 8 |
| | Total 27 |

School of Education - Teacher Education

Social Studies Specialization

| | |
|---|----------|
| EDUC 2105 Cultural Geography | 3 |
| *EDUC 3007 Social Studies Methods for Middle and Secondary Teachers | 3 |
| ECON 1901 Principles of Economics I..... | 3 |
| HIST 1114 Contemporary World..... | 3 |
| HIST 1201 or HIST 1202 Survey of American History I or II..... | 3 |
| HIST 2400 North Carolina History | 3 |
| HIST 3310 Colonial America | 3 |
| POLS 1101 Introduction to American Politics | 3 |
| Sociology Elective..... | 3 |
| | Total 27 |

*Student Teaching

12

**Permission of the Teacher Education Council required.*

EDUCATION: SPECIAL EDUCATION MAJOR (B. A. Degree)

Special Education is a stand-alone major with concentrations in either elementary or middle and high school areas. The following course of study along with general college requirements and applied practice is designed to meet requirements for North Carolina initial licensure in Special Education: General Curriculum (K-12). Applied practice includes early field experiences assigned as part of the professional course sequence and student teaching. A student majoring in Special Education may wish to consider dual licensure and should consult with the Department of Teacher Education for additional information.

Core Courses (Required of all Special Education Majors) S.H.

| | |
|---|----------|
| EDUC 2000 Introduction to Teaching and Educational Technology | 3 |
| *EDUC 3100 Theories of Teaching and Learning | 3 |
| *EDUC 3101 Learning Environments and Professional Practice..... | 3 |
| PSYCH 3940 Psychology of Exceptionalities | 3 |
| PSYCH 3980 Behavior Modification | 3 |
| *EDUC 3109 Methods in Teaching Special Populations | 3 |
| *EDUC 4401 Critical Issues in Special Education..... | 1 |
| | Total 19 |

**Permission of the Teacher Education Council required.*

Area of Concentration

Students will select one from the following areas of concentration in addition to the Core:

Elementary

Middle and High School Language Arts

Middle and High School Mathematics

Middle and High School Science

Middle and High School Social Studies

Elementary Concentration

| | |
|--|----------|
| *EDUC 3102 Elementary Methods in Literacy I | 4 |
| *EDUC 3103 Elementary Methods in Literacy II | 4 |
| *EDUC 3104 Elementary Methods in Science..... | 2 |
| *EDUC 3105 Elementary Methods in Social Studies..... | 2 |
| *EDUC 3106 Elementary Methods in Mathematics I | 2 |
| *EDUC 3107 Elementary Methods in Mathematics II..... | 2 |
| PSYCH 2340 Child Psychology | 3 |
| *EDUC 3010 Integrated Arts | 3 |
| ENV 1511 Conceptual Integrated Science and the Environment | 3 |
| MATH 1120 Survey of Mathematics I | 3 |
| MATH 1121 Survey of Mathematics II..... | 3 |
| HIST 1201 or 1202 Survey of American History I or II..... | 3 |
| | Total 34 |

**Permission of the Teacher Education Council required.*

Middle and High School Language Arts Concentration (21 hours of content in English and other language arts related courses, selected from the courses required of middle school majors or of a B.A. degree in English).

| | |
|--|----------|
| PSYCH 2350 Adolescent Psychology | 3 |
| *EDUC 3006 Language Arts Methods for Middle and Secondary Teachers | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| | Total 30 |

**Permission of the Teacher Education Council required.*

School of Education - Teacher Education

Middle and High School Mathematics Concentration (24 hours of content in mathematics selected from the courses required of middle school majors or of a B.A. degree in mathematics)

| | |
|--|----------|
| PSYCH 2350 Adolescent Psychology..... | 3 |
| *EDUC 3009 Mathematics Methods for Middle and Secondary Teachers | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| | Total 33 |

**Permission of the Teacher Education Council required.*

Middle and High School Science Concentration (24 hours of content in science selected from the courses required of middle school majors or of a B.A./B.S. degree in natural science)

| | |
|---|----------|
| PSYCH 2350 Adolescent Psychology..... | 3 |
| *EDUC 3008 Integrated Science and Science Methods for Middle and Secondary Teachers | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| | Total 33 |

**Permission of the Teacher Education Council required.*

Middle and High School Social Studies Concentration (24 hours of content in social studies selected from the courses required of middle school majors or of a B.A. degree in history or one of the social sciences)

| | |
|---|----------|
| PSYCH 2350 Adolescent Psychology..... | 3 |
| *EDUC 3007 Social Studies Methods for Middle and Secondary Teachers | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| | Total 33 |

**Permission of the Teacher Education Council required.*

Licensure requirements

| | |
|---|----|
| *EDUC 4010 Student Teaching: Special Education..... | 12 |
| *EDUC 4500 Professional Leadership Seminar | 3 |
| <i>*Permission of the Teacher Education Council required.</i> | |

SECONDARY EDUCATION (9-12) Minor

Students seeking licensure to teach secondary subjects (grades 9-12) must complete the minor and in addition complete student teaching. These components are designed to meet program approval standards established by the North Carolina State Board of Education.

| | <i>Hours</i> |
|--|------------------------|
| EDUC 2000 Introduction to Teaching and Educational Technology..... | 3 |
| *EDUC 3100 Theories of Teaching and Learning | 3 |
| *EDUC 3101 Learning Environments and Professional Practice..... | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| PSYCH 2350 Adolescent Psychology | 3 |
| PSYCH 3940 Psychology of Exceptionalities | 3 |
| *+Methods course appropriate for subject area..... | 0-3 |
| | Total for minor: 18-21 |
| *Student Teaching | 12 |
| *EDUC 4500 Professional Leadership Seminar | 3 |
| <i>*Permission of the Teacher Education Council Required.</i> | |

SPECIAL SUBJECT AREAS (K-12) Minor

Students seeking licensure to teach special subjects (Grades K-12: Health and Physical Education, Music Education, Spanish Education, and Theatre Education must complete the minor and successfully complete student teaching. These components are designed to meet program approval standards established by the North Carolina State Board of Education.

| | <i>Hours</i> |
|--|------------------------|
| EDUC 2000 Introduction to Teaching and Educational Technology..... | 3 |
| *EDUC 3100 Theories of Teaching and Learning | 3 |
| *EDUC 3101 Learning Environments and Professional Practice..... | 3 |
| *EDUC 3108 Multiliteracies in the Content Areas..... | 3 |
| PSYCH 2340 Child Psychology OR PSYCH 2350 Adolescent Psychology | 3 |
| PSYCH 3940 Psychology of Exceptionalities (Music Education, Spanish Education, Theatre Education) OR PER 4740 Adapting Activities to Special Populations (PE)..... | 0-3 |
| *+Methods course appropriate for subject area | 3 |
| | Total for minor: 18-21 |
| * Student Teaching | 12 |

School of Education - Teacher Education

| | |
|---|---|
| *EDUC 4500 Professional Leadership Seminar | 3 |
| * Permission of the Teacher Education Council Required. | |

READING LICENSURE

The program in Reading meets the professional requirements for the North Carolina reading specialist license. Licenses are issued as second field licenses in addition to an elementary, middle school, secondary or special subject license.

| | |
|--|--------------|
| | <i>Hours</i> |
| EDUC 2150 Literature for Children and Youth | 3 |
| EDUC 4351 Developmental Reading Instruction OR EDUC 3103 Elementary Methods in Literacy II..... | 3-4 |
| EDUC 4952 Diagnosis and Correction of Reading Difficulties OR EDUC 3102 Elementary Methods in Literacy I | 3-4 |
| EDUC 4954 Content Area Multiliteracies OR EDUC 3108 Multiliteracies in the Content Areas | 3 |
| EDUC 3006 Language Arts Methods for Middle and Secondary Teachers | 3 |
| EDUC 4201 Practicum | 3 |
| Literacy-related courses in linguistics, literature, writing, or reading | 4-6 |
| NOTE: The state requires that the total hours must be at least 24 | Total: 21-26 |

EDUCATION Courses

| | |
|--|----------------|
| EDUC 2000 INTRODUCTION TO TEACHING AND EDUCATIONAL TECHNOLOGY | <i>3 hours</i> |
| A study of teaching as a profession with emphasis on 21st Century skills, professional duties, policies, law and ethics organizational structure, and student needs. Field experiences included. | |
| EDUC 2105 CULTURAL GEOGRAPHY | <i>3 hours</i> |
| A study of the regions of the earth, including their typical cultures. | |
| EDUC 2150 LITERATURE FOR CHILDREN AND YOUTH | <i>3 hours</i> |
| An introductory study of literature for children and young adolescents which includes instructional methodology in enhancing reader responses through written and oral discussions, creative drama, and art. | |
| EDUC 2280 EDUCATIONAL ASSESMENT | <i>3 hours</i> |
| The development, evaluation, and application of psychological tests and procedures in the measurement of intelligence, aptitude, vocational interest and personality. (Offered only in Evening and Graduate Studies.) | |
| EDUC 3006 LANGUAGE ARTS METHODS FOR MIDDLE AND SECONDARY TEACHERS | <i>3 hours</i> |
| A study of current programs, methods, and materials for teaching language arts in the middle and secondary school. Students will develop teaching skills through experience in public classroom settings. Prerequisite: permission of the Teacher Education Council. | |
| EDUC 3007 SOCIAL STUDIES METHODS FOR MIDDLE AND SECONDARY TEACHERS | <i>3 hours</i> |
| A study of current programs, methods, and materials for teaching social studies in the middle and secondary school to include field-based experiences. Prerequisite: permission of the Teacher Education Council. | |
| EDUC 3008 INTEGRATED SCIENCE AND SCIENCE METHODS FOR MIDDLE AND SECONDARY TEACHERS | <i>3 hours</i> |
| An examination of integrated science and the methods and materials for teaching science in the middle and secondary school. To include field-based experiences. Prerequisite: permission of the Teacher Education Council. | |
| EDUC 3009 MATHEMATICS METHODS FOR MIDDLE AND SECONDARY TEACHERS | <i>3 hours</i> |
| A study of current programs, methods, and materials for teaching mathematics in the middle and secondary school. To include field-based experiences. Prerequisite: permission of the Teacher Education Council. | |
| EDUC 3010 INTEGRATED ARTS FOR ELEMENTARY TEACHERS | <i>3 hours</i> |
| The study and practice of integrating music, movement, creative drama and visual arts into the elementary curriculum. Prerequisite: permission of the Teacher Education Council. | |
| EDUC 3100 THEORIES OF TEACHING AND LEARNING | <i>3 hours</i> |
| A study of theories of teaching and learning and their relationship to instruction and assessment in public school settings. Prerequisite: Permission of the Teacher Education Council. | |
| EDUC 3101 LEARNING ENVIRONMENTS AND PROFESSIONAL PRACTICE | <i>3 hours</i> |
| A study of classroom learning environments and professional practice designed to prepare teacher leaders to function effectively in a complex, dynamic environment. Prerequisite: Permission of the Teacher Education Council. | |
| EDUC 3102 ELEMENTARY METHODS IN LITERACY I | <i>4 hours</i> |
| A study of teaching literacy with emphasis on the foundations of literacy, word identification skills, and diagnosis and remediation of | |

School of Education - Teacher Education

literacy difficulties. Field-based experiences are an integral part of the course. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 3104 and 3106.

EDUC 3103 ELEMENTARY METHODS IN LITERACY II*4 hours*

A continuation of the study of teaching literacy with an emphasis on integrated language arts units of study that have multimodal literacy practices. Field-based experiences are included. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 3105 and 3107.

EDUC 3104 ELEMENTARY METHODS IN SCIENCE*2 hours*

A study of teaching science in the elementary school, with an emphasis on inquiry-based approaches. Includes field experiences in area schools. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 3102 and 3106.

EDUC 3105 ELEMENTARY METHODS IN SOCIAL STUDIES*2 hours*

A study of current programs, methods, and materials for teaching social studies in the elementary school with emphasis on the development of critical thinking in a democratic and global society. Field-based experiences are an integral part of the course. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 3103 and 3107.

EDUC 3106 ELEMENTARY METHODS IN MATHEMATICS I .*2 hours*

A course in the methods of teaching mathematical concepts of number sense, numeration, numerical operations, patterns, relationships, functions, and algebraic thinking. Pre-requisite: Permission of the Teacher Education Council. Co-requisites: EDUC 3102 and 3104.

EDUC 3107 ELEMENTARY METHODS IN MATHEMATICS II*2 hours*

A course in the methods of teaching mathematical concepts of spatial sense, measurement and geometry and data analysis, probability and statistics. Pre-requisite: Permission of the Teacher Education Council. Co-requisites: EDUC 3103 and 3105

EDUC 3108 MULTILITERACIES IN THE CONTENT AREAS*3 hours*

The study of pedagogical strategies that address not only reading and writing in the content areas but also the integration of multimodal communication including the development of media, visual, aural, and critical literacies in content classes. Prerequisite: Permission of the Teacher Education Council.

EDUC 3109 METHODS IN TEACHING SPECIAL POPULATIONS*3 hours*

A study of current programs, methods, and materials for teaching special populations in elementary, middle and secondary school to include field-based experiences. Prerequisite: permission the Teacher Education Council.

EDUC 3300 CURRICULUM METHODS, PRE-SCHOOL AND KINDERGARTEN*4 hours*

The exploration, analysis and evaluation of curriculum and methodology related to preschool-age and kindergarten children with and without disabilities. Field-based experiences are an integral area of this course. (Offered only in Evening and Graduate Studies.)

EDUC 3301 CURRICULUM METHODS: INFANTS AND TODDLERS*3 hours*

The exploration, analysis, and evaluation of curriculum and methodology related to infants and toddler children with and without disabilities. Field-based experiences are an integral part of the course. (Offered only in Evening and Graduate Studies.)

EDUC 3520 ART EDUCATION IN THE ELEMENTARY SCHOOLS*2 hours*

An introduction to creative art activities appropriate for use in the classroom. .

EDUC 3550 EDUCATIONAL PSYCHOLOGY*3 hours*

The application of psychological concepts, theory, research and methods to the design, implementation, and evaluation of effective instruction in school and non-school settings. (Offered only in Evening and Graduate Studies.)

EDUC 4000 STUDENT TEACHING AND SEMINAR: BIRTH-KINDERGARTEN*15 hours*

A full semester of supervised student teaching in an appropriate school setting under the direction of a cooperating teacher and a college supervisor. Conferences and seminars required. Prerequisite: Senior classification, a 2.5 cumulative average, recommendation of the advisor, and application to the approval of the Teacher Education Council, S-U grading. (Offered only in Evening and Graduate Studies.)

EDUC 4001 STUDENT TEACHING: ELEMENTARY (K-6)*12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4002 STUDENT TEACHING: MIDDLE GRADES (6-9)*12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4003 STUDENT TEACHING: SECONDARY SUBJECTS (9-12))*12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a

School of Education - Teacher Education

college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4004 INTERNSHIP AND SEMINAR IN EARLY CHILDHOOD EDUCATION *9 hours*

A full semester of practical field experience related to Early Childhood Education under the direction of a site supervisor and a college supervisor. Conferences and seminars required. This course is not designed to fulfill teacher licensure requirements. Students seeking B-K licensure in North Carolina should enroll in EDUC 4000E. Prerequisites: Senior classification, a 2.0 cumulative grade point average, and recommendation of the advisor. (S-U grading). (Offered only in Evening and Graduate Studies.)

EDUC 4006 STUDENT TEACHING: PHYSICAL EDUCATION *12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC STUDENT TEACHING: MUSIC EDUCATION *12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4008 STUDENT TEACHING: THEATRE EDUCATION *12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4009 STUDENT TEACHING: SPANISH EDUCATION *12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4010 STUDENT TEACHING: SPECIAL EDUCATION *12 hours*

A period of supervised student teaching in an appropriate public school setting under the direction of a cooperating teacher and a college supervisor. Prerequisite: Permission of the Teacher Education Council. Co-requisite: EDUC 4500. (S-U grading)

EDUC 4101 TOPICS IN EDUCATION *1-3 hours*

The study of a selected topic from the fields of education focusing on specialized interests within the discipline.

EDUC 4201 PRACTICUM IN EDUCATION *3 hours*

Practical field experience in a classroom setting, usually extending work previously completed in a methodology course. Prerequisite: permission of the Teacher Education Council

EDUC 4301 INDEPENDENT STUDY IN EDUCATION *1-3 hours*

Self-directed study following a contractual plan initiated by the student and accepted by the faculty.

EDUC 4351 DEVELOPMENTAL READING INSTRUCTION *3 hours*

An in-depth study of reading instruction involving the teaching of word analysis skills, particularly phonics, and the teaching of comprehension strategies.

EDUC 4401 CRITICAL ISSUES IN SPECIAL EDUCATION *1 hour*

This senior-level course is designed to provide special education teacher candidates with knowledge of critical issues in special education as they relate to schools and the instruction of special needs students. Prerequisite: Permission of Teacher Education Council.

EDUC 4500 PROFESSIONAL LEADERSHIP SEMINAR *3 hours*

A study of teacher leadership in a global society with a focus on student learning and professional growth. Students must complete a professional portfolio. S-U grading. Prerequisite: Permission of the Teacher Education Council. Corequisite: Student Teaching.

EDUC 4952 DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES *3 hours*

An introduction to the techniques of diagnosing reading difficulties and the methods of correction. Prerequisite: EDUC 4351 or equivalent and permission of the Teacher Education Council.

EDUC 4954 CONTENT AREA MULTILITERACIES *3 hours*

The development of understanding and implementing pedagogical strategies that integrate multimodal communication including print, media, visual, aural, and critical literacies in content classes. Prerequisites: Permission of the Teacher Education Council or permission of the Instructor.

THE SCHOOL OF EVENING AND GRADUATE STUDIES

Dean: Edith M. Bolick, Ph.D.

The School of Evening and Graduate Studies serves as the administrative unit for the Evening Undergraduate Program and the Graduate Program. The Graduate Program is described in the separate Graduate Catalog 2012-2013.

The Evening Undergraduate Program serves adults who want to earn a college degree in the evening or who want to take courses for professional development. The unique block format allows students to enroll as full-time students while maintaining full-time employment. Two degree programs are offered: the Bachelor of Business Administration (B.B.A.) and the Bachelor of Arts in Education (B.A.E.).

Bachelor of Business Administration (B.B.A.)

BUSINESS ADMINISTRATION MAJOR

The Department of Business & Economics in the Ketner School of Business offers the Business Administration major with a concentration in one or both of the following areas: Business Management and Information Systems. Course descriptions are found under the Ketner School of Business Department of Business & Economics in this catalog.

| | |
|---|-----------------|
| BUSINESS CORE (required of all majors) | Total 33 |
| ACC 1901,1902 Principles of Accounting I,II | 6 |
| ECON 1901,1902 Principles of Economics I,II | 6 |
| FIN 2535 Managerial Finance | 3 |
| IS 2501 Management Information Systems | 3 |
| MGT 1902 Quantitative Methods or ECON 2101 Business & Economic Statistics | 3 |
| MGT 2501 Principles of Management | 3 |
| MGT 2566 Business Ethics | 3 |
| MGT 3990 Strategic Management | 3 |
| MKT 2501 Principles of Marketing | 3 |
| AREAS OF CONCENTRATION | Total 18 |
| Selected from: | |
| Business Management Concentration | |
| MGT 2453 Business Law I | 3 |
| MGT 2562 Human Resource Management..... | 3 |
| MGT 2563 Operations Management..... | 3 |
| MGT 2564 Motivation & Leadership | 3 |
| MGT 2565 Organizational Behavior..... | 3 |
| MGT 2902 International Business | 3 |
| Information Systems Concentration | |
| IS 2505 Application Program Development | 3 |
| IS 3502 Information Systems Planning..... | 3 |
| IS 3510 Database Development | 3 |
| IS 3514 Electronic Commerce | 3 |
| IS Elective - Elective Above 2000 | 3 |
| MGT 2453 Business Law I | 3 |
| Total for Major | 51 |

Bachelor of Arts in Education (B.A.E.)

BIRTH-KINDERGARTEN EDUCATION MAJOR

The Department of Teacher Education of the Goodman School of Education offers the Birth-Kindergarten Education major with concentrations in Licensure and Non-Licensure. Admission to the Birth-Kindergarten Education major requires an A.A.S. in Early Childhood or an equivalent degree. Course descriptions are found under the Goodman School of Education Department of Teacher Education in this catalog.

School of Evening and Graduates Studies

To enter the Licensure concentration, the student must apply and be admitted to the Teacher Education Program. Requirements for admissions include:

- A recommendation by their major advisor;
- A 2.5 overall academic average on Catawba coursework;
- Passing scores on all sections of Praxis I or a composite score as determined by the North Carolina Department of Public Instruction;
- A formal interview conducted by the Teacher Education Council; and
- An acceptable criminal background history.

Application for admission to Student Teaching must be made by the beginning of the semester prior to the semester in which the student teaching is to be done. The student must have a 2.5 academic average to be admitted to student teaching and must complete the licensure program with a 2.5 or better GPA to be recommended for a North Carolina teaching license.

A.A.S. Required Courses Total.....28

| | |
|---|---|
| EDU 119 Early Childhood Education | 4 |
| EDU 131 Children, Family, & Community | 3 |
| EDU 144 Child Development I..... | 3 |
| EDU 145 Child Development II | 3 |
| EDU 146 Child Guidance | 3 |
| EDU 151 Creative Activities | 3 |
| EDU 153 Health, Safety, & Nutrition | 3 |
| EDU 221 Children with Exceptionalities | 3 |
| EDU 280 Language & Literacy Experiences | 3 |

Required Courses-Catawba Total 28

| | |
|---|----|
| EDUC 2280 Educational Assessment | 3 |
| EDUC 3300 Curriculum Methods: Preschool & Kindergarten | 4 |
| EDUC 3301 Curriculum Methods: Infants and Toddlers | 3 |
| PSYCH 3940 Psychology of Exceptionalities | 3 |
| Concentration..... | 15 |
| Licensure - * EDUC 4000 Student Teaching (Birth-Kindergarten) | 15 |

OR

| | |
|---|---|
| Non-Licensure - EDUC 4004 Internship (Birth-Kindergarten)..... | 9 |
| Electives selected from: ACC 1901,1902;MGT 2453,2501,2566, SOC 1301;SPAN 2051,2052 | 6 |

Total for Major56

*Permission of Teacher Education Council Required

Other Academic Units

College Honors Program

Director of the Program: Vandergriff-Avery

The Catawba College Honors Program cultivates a community of academically gifted students who pursue challenging educational experiences with outstanding faculty. Through interdisciplinary, provocative, and intellectually demanding courses, the Honors Program piques the curiosity of students, encouraging them to become life-long learners whose lives are enriched by their experiences.

Honors students take a series of classes that are distinctive in content and quality, and often team-taught along with other Honors students; they finish their Honors studies with a senior experience within their major and by providing samples of their work in a portfolio. Honors courses also contribute to the broader educational program of Catawba College in that they meet both general distribution and major requirements. Off-campus study experiences complement the curriculum.

ENTRANCE REQUIREMENTS

The Program invites high-school students with high standardized test scores and grades to be interviewed by Program representatives during the First Family Scholarship weekends. Eligible students who commit to Catawba College by making their deposit may then be issued an official invitation. Students who qualify for the Program will be directed to enroll in a section of Honors First-Year Seminar.

Students who do not attend the First Family Scholarship weekend, transfer students, and continuing students are also welcome to apply to the Program and may do so by submitting an application essay to the Honors Board. Interested students should contact the Director of the Honors Program for more information.

PROGRAM REQUIREMENTS

CURRICULAR

Students in the College Honors Program begin their studies in the first year with a special section of the First-Year Seminar, which will provide a transition into college study and the Honors Program. Those students who maintain a 3.00 GPA up to 45 semester hours and a 3.20 after 45 semester hours (or who petition the Honors Board) are eligible to continue taking Honors courses. A total of 21 semester hours of honors work, an overall 3.00 GPA, the completion of 20-40 hours of community service (depending on time of entry into the program) a completed portfolio and portfolio narrative, and an honors thesis are required to graduate with College Honors. Only grades of C (2.0) or above in Honors courses will count toward College Honors.

HONORS CURRICULUM:

| | |
|---------------------------------|-------------|
| Honors First-Year Seminar | 3 hours |
| Honors elective courses | 12-17 hours |
| Honors Senior Experience | 1-6 hours |

HONORS Electives may be chosen from HONORS 2501, 2901, 3501, 3901, 4300, or other Honors topics offered. A Senior Experience must either be a regular part of the curriculum (as a senior thesis or capstone course in the major), or it must be approved by the Faculty Honors Board. Notification of the nature of the Senior Experience must be given to the Honors Director by no later than registration at the start of the last year at Catawba College. The Senior Experience may be repeated for credit but no more than 6 sh is counted toward graduation with College Honors.

TRAVEL STUDY

The College Honors Program also seeks to foster a broader world view in its students, and Honors students are required to complete at least one College-sanctioned travel experience endorsed by the Faculty Honors Board. The experience may be an Honors seminar with a co-requisite trip after or during the semester. Other foreign study opportunities (such as the college-sponsored May trip to Costa Rica) meet this requirement.

CO-CURRICULAR

The College Honors Program encourages students to become actively involved in the College and the community through out-of-classroom activities such as lectures, outings, films, and trips to state and regional honors conferences.

Honors Program policies are located in the student Honors Program Handbook.

COLLEGE HONORS PROGRAM Courses:

HONORS 1200 HONORS FIRST YEAR SEMINAR

3 hours

An introduction to the liberal arts and to the skills necessary to succeed in college. Topics change annually. Prerequisite: invitation of the Honors Board, permission of the Honors Director.

HONORS 2501 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES

3-4 hours

Seminars on selected topics embracing various disciplines; open to all students in the Honors Program. Topics are announced at registration. Prerequisite: permission of the Honors Director.

HONORS 2901 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES with Travel Study

3-4 hours

Seminars on selected topics embracing various disciplines; open to all students in the Honors Program. Topics are announced at registration, and a trip to a relevant location is a requirement for the course. Prerequisite: permission of the Honors Director.

HONORS 3501 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES

3-4 hours

Seminars on selected topics embracing various disciplines; open to sophomores, juniors, and seniors in the Honors Program. Topics are announced at registration. Prerequisite: permission of the Honors Director.

HONORS 3901 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES with TRAVEL STUDY

3-4 hours

Seminars on selected topics embracing various disciplines; open to sophomores, juniors, and seniors in the Honors Program. Topics are announced at registration, and a trip to a relevant location is a requirement for the course. Prerequisite: permission of the Honors Director.

HONORS 4300 HONORS THESIS

1-6 hours

Supervised research leading to a thesis that must be defended before three faculty. May be repeated for credit. Prerequisite: permission of the Honors Director.

HONORS 4401 INTERNSHIP

1-6 hours

A semester-long internship in a career-related enterprise or agency. (S-U grading).

LIBRARY SCIENCE

Associate Librarians: McKinzie; Sims

Assistant Librarians: C. Grant; Nash

Neither a Major nor a Minor is offered in Library Science.

LIBRARY SCIENCE Course

4301 INDEPENDENT STUDY

1-4 hours

Self-directed study of information sources on a topic of interest, including print, audiovisual, microfilm, and electronic sources.

RESERVE OFFICERS' TRAINING CORPS (ROTC) PROGRAM

The United States Air Force and Army Reserve Officers' Training Corps programs are available to Catawba College students at the University of North Carolina at Charlotte. As a member of the Charlotte Area Educational Consortium, Catawba offers these opportunities for leadership training and a commission in the Air Force or Army through cross-registration. Catawba will grant credit for certain ROTC courses taken at UNCC as part of the consortium arrangement. For additional information on the Air Force ROTC program and scholarships at UNCC visit the website <http://www.uncc.edu/afrotc> or call 704/687-4537.

For additional information on the Army ROTC program and scholarships at UNCC visit the website <http://www.uncc.edu/arotc> or call 704/687-2411.

Cross-registration information and forms are available in the Catawba College Registrar's Office.

The College Directory

The Presidents of Catawba College

Twenty-three presidents have served Catawba College since its founding in 1851. The presidents and their terms of office are listed below:

| | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------------------|-----------|
| Charles H. Albert | 1851-1853 | John F. Buchheit | 1910-1913 | Theodore P. Leonard | 1980-1981 |
| Hildred H. Smith | 1853-1856 | J.D. Andrew | 1913-1918 | Stephen H. Wurster | 1981-1992 |
| Charles W. Smythe | 1856-1859 | A.D. Wolfinger | 1918-1923 | J. Fred Corriher, Jr. | 1993-2002 |
| A.S. Vaughan | 1859-1861 | Elmer R. Hoke | 1924-1931 | Robert E. Knott | 2002-2008 |
| Jacob C. Clapp | 1861-1900 | Howard R. Omwake | 1931-1942 | W. Craig Turner | 2008-2011 |
| Charles H. Mebane | 1900-1904 | Alvin R. Keppel | 1942-1963 | Joseph B. Oxendine | 2011-2012 |
| George A. Snyder | 1904-1908 | Donald C. Dearborn | 1963-1967 | Brien Lewis | 2012- |
| W.R. Weaver | 1908-1910 | Martin L. Shotzberger | 1968-1980 | | |

The Board of Trustees

C. SHUFORD ABERNETHY, III '82

President

Abingdon Senior Housing Services
Hickory, NC

GREGORY M. ALCORN '79

President

GCS
Salisbury, NC

BYRAN M. APPLEFIELD '66

Former CEO

Goldco. Inc. & Winco, LLC
Dothan, AL

ROBERT B. ARNOLD, JR. '71

Pkaufmann
Hickory, NC

DARLENE L. BALL '62

*Former Vice President e-Business
Development*

Burlington Industries
Greensboro, NC

MICHAEL S. BAUK '79

Salisbury, NC

DANIEL T. BROSS '71

*Sr. Director of Global Corporate
Citizenship*
Microsoft
Redmond, WA

EDWARD A. BROWN

Retired President & CEO

W.A. Brown & Sons
Salisbury, NC

THOMAS E. BURDETTE '73

Managing Member

Burdette, Smith & Bish, LLC
Fairfax, VA

LARRY T. CLONINGER, JR. '74

President

Cloninger Ford
Salisbury, NC

SARA D. COOK '65

Salisbury, NC

NANCY FOSTER COUNCILL '80

President

Risk Management Council, LLC
Towson, MD

BARBARA KERSHNER DANIEL '80 M.DIV

Senior Pastor
Evangelical Reformed UCC
Frederick, MD

JAMES C. DAYVAULT '64

Rita Staffing, Inc.
Lakeland, FL

PAUL E. FISHER, DHS

*Chairman of the Board & Chief Executive
Officer*

F&M Bank
Salisbury, NC

NEWTON O. FOWLER, JR., D.H.S.

Retired General Manager- Cabarrus
Philip Morris USA
Concord, NC

WILLIAM M. GRAHAM '83, J.D.

Attorney

Wallace & Graham, PA
Salisbury, NC

CLAUDE B. HAMPTON, JR. '48, LL.D.

Retired Executive Vice President

Nabisco Brands USA
Salisbury, NC

DOLAN HUBBARD '71, Ph.D.

*Chair, Department of English & Language
Arts*

Morgan State University
Baltimore, MD

D. BRYAN JORDAN '84

President and CEO

First Horizon National Corporation
Memphis, TN

ABIGAIL HASTINGS KERR '72
CFP-CLU
Wall Street Capitol
Charlotte, NC

RALPH W. KETNER, D.B.A.
Co-Founder, Chairman - Emeritus
Food Lion, Inc.
Salisbury, NC

BARRY D. LEONARD '65
Owner, Barry Leonard, CPA
Lexington, NC

BARBARA L. MARSHALL '72
Retired - IBM
Carey, NC

ROBERT P. McLEOD '67
Attorney-at-Law
Chapel Hill, NC

PATRICK L. McCRORY '78
Former Mayor, City of Charlotte
Charlotte, NC

DEBORAH WILLIAMS MESSINGER '74
Salisbury, NC

C.A. "JUNIE" MICHAEL, III '70
President/CEO
Parkway Ford, Inc.
Winston-Salem, NC

SAMUEL A. PENNINGER, JR. '63
Alpharetta, GA

CHARLES G. POTTS '53
Retired President
Chaz, Inc.
Charlotte, NC

PATRICIA PROCTOR RENDLEMAN '47 D.H.S
Salisbury, NC

SHIRLEY P. RITCHIE '52, Ph.D.
Professor Emerita
Catawba College
Salisbury, N.C.

JULIAN H. ROBERTSON, JR., D.H.S.
President
Tiger Management LLC
New York, NY

LYNNE SCOTT SAFRIT '80
President
Castle & Cooke, LLC
Atlantic American Properties
Kannapolis, NC

RICHARD J. SEIWELL '67
Partner
Seiwell Advisors LLC
West Chester, PA

WADE H. SHUFORD, JR. '60
Hickory, NC

RONALD L. SMITH
President
Food Lion, Inc. Credit Association
Salisbury, NC

TOM E. SMITH '64, LL.D.
Retired President and Chairman of the Board
Food Lion, Inc.
Salisbury, NC

FRED J. STANBACK, JR., D.H.S.
Salisbury, NC

CHARLES D. TAYLOR, JR.
President
Taylor Clay Products, Inc.
Salisbury, NC

ROBERT F. WAGNER '76
Senior Vice President- Specialty Sales & Store Operations Support
Lowe's Companies, Inc.
 Mooresville, NC

MONA L. WALLACE
Attorney
Wallace & Graham, P.A.
Salisbury, NC

MARTHA K. WEST '59, Ph.D.
Retired Director of Elementary Education
Rowan-Salisbury Board of Education
Salisbury, NC

S. SALLY WHITNEY '77
Retired, SVP Finance/IT
Duke Energy
Mooresville, NC

EX-OFFICIO

President of the College
Brien Lewis

OFFICERS

Chair - Darlene L. Ball
Immediate Past Chair - Paul E. Fisher
Vice Chair - William M. Graham
Treasurer - Barry L. Leonard
Secretary - Shirley P. Ritchie
Assistant Secretary - Deborah Messinger

TRUSTEES EMERITI

JAMES T. BREWER '59

Retired Executive Vice President
Wachovia Bank & Trust Company
Winston-Salem, NC

RICHARD A. CHEEK '47, D.D.

Retired Associate Conference Minister
Western Association, Southern Conference
United Church of Christ
Salisbury, NC

DAVID E. (GENE) FULLER '52

Owner
David Fuller & Associates
Charlotte, NC

FRANCES HEDRICK JOHNSON, D.H.

President
Johnson Concrete Company, Inc.
Salisbury, NC

GLENN E. KETNER, JR., J.D.

Attorney-President
Ketner Center, Inc.
Rowan Investment Co., Inc.
Salisbury, NC

RICHARD G. MCGIMSEY '51

Retired Senior Vice President— Administration
Moore's Building Supply Company
President
RGM Properties
Roanoke, VA

MARY HENDERSON MESSINGER

Salisbury, NC

JOHN D. SCARLETT '48, J.D.

Dean Emeritus School of Law
Wake Forest University
Winston-Salem, NC

JAMES G. WHITTON

Salisbury, NC

JAMES L. WILLIAMSSON '54

Retired Partner
KPMG Peat Marwick Company
Charlotte, NC

ARLEN G. YOKLEY '59

Retired BellSouth Corp.
Ponte Vedra Beach, FL

Administrative Officers

BRIEN LEWIS

President

CHARLES WILLIAMS, B.S.

Vice President of Business and Finance

THOMAS C. CHILDRESS, M.A.

Senior Vice President

KENNETH W. CLAPP, D. MIN.

Senior Vice President and Chaplain

LOIS H. WILLIAMS, M.S.

Vice President for Enrollment Services

W. RICHARD STEPHENS, JR. Ph.D.

Provost

JOANNA L. JASPER

Chief Information Officer

Academic Administration

W. Richard Stephens, Jr., Ph.D., *Provost*

Steven J. Coggin, Ph.D., *Associate Provost, Director of Institutional Effectiveness and Research*

Deans

GOODMAN SCHOOL OF EDUCATION

Dr. James K. Stringfield, *Dean*

Chairs: Physical Education & Recreation - Dr. William L. Russell
Teacher Education - Dr. Rhonda Truitt

HURLEY SCHOOL OF ARTS AND SCIENCES

Dr. Barry R. Sang, *Acting Dean*

Chairs: Biology - Dr. Constance Rogers-Lowery Modern Foreign Languages - Dr. Mike Wilson
Chemistry - Dr. Mark Sabo Psychology - Dr. Sheila Brownlow
English - Dr. Gordon Grant Religion and Philosophy - Dr. Seth Holtzman
History and Politics - Dr. Michael Bitzer Sociology - Dr. Maria Vandergriff-Avery
Mathematics - Dr. Jason Hunt

KETNER SCHOOL OF BUSINESS

Dr. Pamela L. Thompson, *Dean*

Chairs: Business and Economics - Dr. Eric Hake
Communication Arts - Dr. Tim Moreland

SCHOOL OF EVENING AND GRADUATE STUDIES

Dr. Edith M. Bolick, *Dean*

SHUFORD SCHOOL OF PERFORMING ARTS

Chairs: Music - Dr. David Fish
Theatre Arts - Professor Chris Zink

Directors

Tom Appenzeller, Ed.D., *Director of Sport Management*

Amanda G. Bosch, M.L.I.S., *Director of the Curriculum Materials Center*

Sue K. Calcagni, Ph.D., *Coordinator of the Environmental Science Program*

Steven J. Coggin, Ph.D., *Director of Institutional Effectiveness & Research*

P. Carol Gamble, M.Ed., *Registrar*

James W. Hand, Ed.D., *Director of Athletic Training Education*

Julia G. Hayes, *Director of Rhetoric and Composition*

Lou W. Kasias, Ed.D., *Director of the Graduate Program*

Steve McKinzie, M.L.S., *Director of Library Services*

Cynthia B. Osterhus, Ph.D., *Director of the Teaching Academy*

Constance Rogers-Lowery, Ph.D., *Director of the Pre-Med Program*

Mark Sabo, Ph.D., *Director of the Catawba Analytical Research Laboratory*

Jimmy Shepherd, Ph.D., *Choral Music Director*

Margaret L. Stahr, Ph.D., *Director of the Writing Center*

Maria Vandergriff-Avery, Ph.D., *Director of the College Honors Program*

John E. Wear, Jr., Ph.D., *Director of the Center for the Environment*

Faculty

B. FORREST ANDERSON, *Assistant Professor of English*

B.A., University of North Carolina at Chapel Hill; M.F.A., University of South Carolina; Ph.D., Florida State University.

DAYNA A. ANDERSON, *Professor of Theatre Arts*

B.S., M.S., M.F.A., University of Southern Mississippi

DOUGLAS R. ANDERSON, *Lecturer in Business*

B.S., Bowling Green State University; M.A., The Ohio State University; Ph.D., Bowling Green State University

TOM APPENZELLER, *Associate Professor of Athletic Training*

B.S., Presbyterian College; M.Ed., UNC Greensboro; M.S., University of Massachusetts; Ed.D., UNC Greensboro

PAUL L. BAKER, *Professor of Mathematics*

B.S., M.A., University of North Carolina at Chapel Hill; M.Div., Hood Theological Seminary; Ph.D., University of Delaware

MISSY BARNES, *Associate Professor of Theatre Arts*

B.A., Loyola University; M.F.A., Roosevelt University

JAMES M. BEARD, *Professor of Chemistry*

B.A., Manchester College; Ph.D., Stanford University; post-doctoral study, Iowa State University

J. MICHAEL BITZER, *Associate Professor of Political Science*

B.A., Erskine College; M.A., Clemson University; Ph.D., University of Georgia

EDITH M. BOLICK, *Professor of Sociology*

B.A., Catawba College; M.A., Ph.D., University of North Carolina at Chapel Hill

JAY F. BOLIN, *Assistant Professor of Biology*

B.S., Virginia Tech; M.S., Old Dominion University; Ph.D., Old Dominion University

AMANDA G. BOSCH, *Director of Curriculum Materials Center*

B.S., University of Georgia; M.L.I.S., University of South Carolina-Columbia

LINDA T. BOULTER, *Professor of Psychology*

B.A., California State College; M.S., Ph.D., West Virginia University

JEFFREY J. BOWE, *Lecturer in Business*

B.A. DePauw University; M.B.A., Indiana University

DOUGLAS K. BROWN, *Associate Professor of Mathematics*

B.A., Sarah Lawrence College; Ph.D., The Pennsylvania State University

SHEILA BROWNLOW, *Professor of Psychology*

B.A., University of Massachusetts at Boston; Ph.D., Brandeis University; post-doctoral study, Brandeis University

AARON B. BUTLER, *Assistant Professor of English*

B.A., Wayne State College; M.A., Ph.D., University of North Carolina at Chapel Hill

SUE K. CALCAGNI, *Associate Professor of Biology and Environmental Science*

B.S., Baylor University; M.S., Western Washington University; Ph.D. Duke University

ROBERT J. CASMUS, *Instructor in Physical Education*

B.S., Temple University; M.S., University of Arizona

JULIE RHYNE CHAMBERLAIN, *Associate Professor of Music*

B.M., Wingate University; M.M., Ph.D., University of North Carolina at Greensboro

KENNETH W. CLAPP, *Assistant Professor of Religion and Philosophy*

B.A., Catawba College; M.Div., Yale University; D.Min., Lancaster Theological Seminary; post-doctoral study, Harvard University

STEVEN JOSEPH COGGIN, *Professor of Biology*

B.S. Florida State University; Ph.D., University of Georgia

KURT D. CORRIHER, *Professor of Theatre Arts*

A.B., Davidson College; M.F.A., Ph.D., University of North Carolina at Chapel Hill

ALEXANDRA DIETSCHI-HENDERSON, *Instructor in Modern Foreign Languages*

B.A., University of North Carolina at Charlotte; M.A., University of Georgia

ERIN B. DOUGHERTY, *Assistant Professor of Theatre Arts*

B.A., Hartwick College; M.A., Northern Michigan University; M.F.A., University of North Carolina at Greensboro

MICHAEL S. EDEN, JR., *Instructor in Physical Education*
B.S., Elon College; M.S., University of Tennessee at Chattanooga

STEPHEN C. ETTERS, *Associate Professor of Music*
B.M.E., M.Ed., University of South Carolina; Ed.D., Virginia Polytechnic Institute and State University

DAVID L. FISH, *Associate Professor of Music*
B.M., M.M., Western Michigan University; Ph.D., University of Michigan

GARY R. FREEZE, *Professor of History*
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

JANICE M. FULLER, *Professor of English / Writer-in-Residence*
B.A., Duke University; M.A., Ph.D., University of North Carolina at Greensboro

GORDON A. GRANT, III, *Associate Professor of English*
B.A., Dickinson College; M.A., Ph.D., The University of Texas at Austin

CONSTANCE GRANT, *Assistant Librarian*
B.A., Wesleyan College; M.L.I.S., University of Alabama

JOHN B. GREEN, JR., *Associate Professor of Marketing*
B.S., Providence College; M.B.A., State University of New York at Albany; Ph.D., University of Warwick

ERIC R. HAKE, *Associate Professor of Economics*
B.A., Ph.D., University of Tennessee

JAMES W. HAND, *Assistant Professor of Athletic Training*
B.S., Culver-Stockton College; M.S., Ohio University; Ed.D., California Lutheran University

CARMONY L. HARTWIG, *Visiting Assistant Professor of Biology*
B.S., College of William and Mary; M.S., Ph.D., Old Dominion University

JULIA G. HAYES, *Assistant Professor of English*
B.A., Catawba College; M.A., University of North Carolina at Charlotte

JOE HERNANDEZ, *Assistant Professor of Theatre Arts*
B.A., University of Mobile; M.F.A., University of Southern Mississippi

STEPHEN R. HIATT, *Professor of Business*
B.S., Brigham Young University; M.B.A., Ph.D., Arizona State University

SETH M. HOLTZMAN, *Assistant Professor of Religion & Philosophy*
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

ELIZABETH A. HOMAN, *Associate Professor of Theatre Arts*
B.F.A., University of Florida; M.A., Miami University of Ohio; Ph.D., University of Missouri-Columbia

AMY M. HRINSIN, *Instructor in Accounting*
B.A., Catawba College; M.A.C., North Carolina State University

JASON W. HUNT, *Associate Professor of Mathematics*
B.S., Wofford College; M.A., Wake Forest University; Ph.D., Emory University

LOU W. KASIAS, *Professor of Education*
B.S., Western Carolina University; M.Ed., Ed.D., University of North Carolina at Greensboro; post-doctoral study, University of Georgia

CHARLES M. McALLISTER, *Professor of History*
B.A., King College; M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Virginia; post-doctoral study, Oxford University

JO RENEE McCACHREN, *Professor of Music*
B.M., University of North Carolina at Greensboro; M.M., North Texas State University; Ph.D., University of North Texas

JUNE McDOWELL-DAVIS, *Instructor in Business*
B.S., High Point University; M.B.A. High Point University

STEVEN MCKINZIE, *Professor & Director of Library Services*

B.A., East Texas State University; M.A., East Carolina University; M.L.S., Vanderbilt University

CAROL ANN MIDERSKI-GUNSCH, *Professor of Chemistry*

B.A., Illinois Wesleyan University; Ph.D., University of Notre Dame

TIMOTHY MORELAND, *Associate Professor of Communication Arts*

B.S., Benedictine College; M.A., University of Wisconsin; Ph.D., University of Southern Mississippi

CYNTHIA B. OSTERHUS, *Associate Professor of Teacher Education*

B.A., Catawba College; M.Ed., Ph.D., University of North Carolina at Greensboro

CHERYL A. PEEVY, *Professor of Modern Foreign Languages*

B.A., East Carolina University; M.A., Ph.D., University of Kentucky

JOSEPH P. POSTON, *Associate Professor of Biology*

B.S., Butler University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, University of Kentucky

DAVID H. PULLIAM, *Professor of Theatre Arts*

B.A., Mercer University; M.F.A., The University of Alabama

CONSTANCE ROGERS-LOWERY, *Associate Professor of Biology*

B.A., M.S., University of North Carolina at Charlotte; Ph.D., Wake Forest University

WILLIAM L. RUSSELL, *Professor of Physical Education*

B.A., Catawba College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro

MARK S. SABO, *Professor of Chemistry*

B.A., University of South Florida; Ph.D., Michigan State University

BARRY R. SANG, *Professor of Religion*

B.A., Carroll College; M.Div., Crozer Theological Seminary; M.Phil., Ph.D., Drew University

DAVID A. SCHROEDER, *Assistant Professor of English*

B.A., Oberlin College; M.A., Ph.D., Indiana University

JIMMY SHEPHERD, *Assistant Professor of Music*

B.M., M.M., Morehead State University; D.M.A., University of Texas

JAMES SLATE, *Associate Professor of Economics*

B.A., Christopher Newport University; Ph.D., University of Tennessee

BUSTER G. SMITH, *Assistant Professor of Sociology*

B.A., Middlebury College; M.A., Baylor University; Ph.D. Baylor University

DARIN SPENCER, CPA, *Assistant Professor in Accounting*

B.S., M.Acc., University of North Carolina at Charlotte; M.B.A. Pfeiffer University

MARGARET L. STAHR, *Assistant Professor of English and Director of the Writing Center*

B.A., DePauw University; M.A., University of Pittsburgh; Ph.D., University of Pittsburgh

JAMES K. STRINGFIELD, JR., *Professor of Teacher Education*

B.A., M.A.T., Ph.D., University of North Carolina at Chapel Hill

JOHN P. SULLIVAN, *Instructor in Mathematics*

B.A., Providence College; M.S., University of Vermont

SHARON L. SULLIVAN, *Associate Professor of Mathematics*

B.S., Trinity College; M.S., University of Vermont; Ph.D., University of Kentucky

PAMELA L. THOMPSON, *Associate Professor of Business and Information Systems*

B.B.A., M.B.A., James Madison University; Ph.D. UNC-Charlotte

RHONDA TRUITT, *Associate Professor of Teacher Education, Catawba College Title IX Coordinator for Athletics*

B.A.E., Florida Atlantic University; M.A., University of North Carolina at Greensboro; Ed.D., University of North Carolina at Chapel Hill

MARIA VANDERGRIFF-AVERY, *Associate Professor of Sociology*
B.A., M.S., University of Tennessee at Knoxville; Ph.D., University of Maryland

JOHN E. WEAR, JR., *Associate Professor of Biology and Environmental Science*
B.S., North Carolina State University; M.S., University of North Carolina at Charlotte; Ph.D., Wake Forest University

J. MICHAEL WILSON, *Professor of Modern Foreign Languages*
B.A., Amherst College; M.A., Ph.D., University of Massachusetts-Amherst

CYNTHIA WITTUM, *Instructor in Communication Arts*
B.A., North Carolina State University; M.A., Southern Methodist University

ERIN WOOD, *Assistant Professor of Psychology*
B.S., M.S., Ph.D., Virginia Commonwealth University

JOHN ZERGER, *Professor of Mathematics*
B.A., Bluffton College; M.S., Ph.D., Kansas State University

CHRISTOPHER ZINK, *Professor of Theatre Arts*
B.F.A., Western Carolina University; M.F.A., University of Southern Mississippi

Faculty Emeriti

NANCY W. ADAMS, *Assistant Professor Emerita of English*
B.A., Catawba College; M.A., University of North Carolina at Charlotte

MICHAEL J. BARANSKI, *Professor Emeritus of Biology*
B.S. West Livery State College; Ph.D. North Carolina State University

J. DANIEL BROWN, *Professor Emeritus of Religion and Philosophy*
B.A., Lenoir-Rhyne College; M.Div., Lutheran Theological Southern Seminary; Th.M., Princeton Theological Seminary; Ph.D., Drew University; post-doctoral study, Duke University

JAY A. BUXTON, *Professor Emeritus of Biology*
B.S., Southwest Texas College; M.A., University of Texas; Ph.D., The Ohio State University

JOYCE H. CADDELL, *Assistant Professor Emerita of Mathematics*
B.A., University of North Carolina at Chapel Hill; M.A., Columbia University

C. ROBERT CARLTON, *Professor Emeritus of Mathematics*
B.S., Georgetown College; M.A., Northwestern University; Ph.D., George Peabody College

ELIZABETH CARLTON, *Assistant Professor Emerita of Music*
B.A., B.M.E., M.A., Georgetown College; Level III Certification and Master Class in Orff-Kodaly-Laban, North Arizona University

J. ALVIN CARTER, *Associate Professor Emeritus of Business*
B.S., University of North Carolina at Chapel Hill; M.B.A., Georgia State University

GLENN W. DEAL, JR., *Associate Professor Emeritus of Chemistry*
B.A., Catawba College; M.A., Appalachian State University; graduate study, University of North Carolina at Chapel Hill

FRANCIS B. DEDMOND, *Distinguished Service Professor Emeritus of English*
B.A., Catawba College; Th.M., Southern Baptist Seminary; M.A., Duke University; Ph.D., Florida State University

GEORGE E. DRUM, *Professor Emeritus of Chemistry & Biology*
B.A., Catawba College; M.S., Ph.D., Tulane University; post-doctoral study, Rice University

LAUREL B. EASON, *Professor Emerita of English*
B. A., Emory and Henry College; M.A., University of Arkansas; M.A., Ph.D., Vanderbilt University

JAMES R. EPPERSON, *Professor Emeritus of Theatre Arts*
B.A., M.A., University of Arkansas; Ph.D., Florida State University

WILLIAM E. GIBBONS, *Associate Professor Emeritus of Mathematics*
B.A., Catawba College; M.A., University of North Carolina at Chapel Hill

151
Directory

KARL E. HALES, *Professor Emeritus of Communication Arts*

B.A., Drury College; M.A., University of Arkansas; Ph.D., Florida State University; post-doctoral study, Harvard University

SHIRLEY L. HAWORTH, *Professor Emerita of Education*

B.A., Guilford College; M.Ed., Ed.D., University of North Carolina at Greensboro

GERALD L. HONAKER, *Professor Emeritus of Communication Arts*

B.A., Rollins College; M.A., University of North Carolina at Chapel Hill; Ph.D., Indiana University

WALTER K. HOOD, *Professor Emeritus of Art*

B.F.A., University of Pennsylvania; M.F.A., University of Hawaii; Ph.D., Northwestern University

JACK C. KEETER, *Assistant Professor Emeritus of Mathematics*

B.A., Berea College; M.A., Appalachian State University; M.S., University of Illinois

ROSEMARY KINARD, *Assistant Professor Emerita of Music*

B.A., Asbury College; M.M., Appalachian State University

DANIEL E. KIRK, *Professor Emeritus of Biology*

B.S., Furman University; M.A., University of North Carolina at Chapel Hill; Ph.D., Emory University; D.H.L. (honorary), Catawba College

ROBERT E. KNOTT, *Professor Emeritus of Religion and Philosophy*

B.S., M.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., State University of New York at Buffalo

HOYT M. McCACHREN, *Professor Emeritus of Theatre Arts*

B.A., Catawba College; M.A., University of Oregon; Ph.D., University of Georgia

JESSE F. McCARTNEY, *Professor Emeritus of English*

B.S., Oklahoma State University; M.A., Ph.D., University of Arkansas

FRANK A. MEYER, *Professor Emeritus of Physical Education and Recreation*

B.S., University of Nebraska; M.S., University of Colorado; Ed.D., West Virginia University

SAMUEL A. MOIR, JR., *Associate Professor Emeritus of Physical Education and Recreation*

B.S., M.A., Appalachian State University

J. CURTIS MONTGOMERY, *Associate Professor Emeritus of Education*

B.A., M.Ed., graduate study, University of North Carolina at Chapel Hill

E. BRUCE NEWELL, *Associate Professor Emeritus of Biology*

B.S. M.S., University of Kentucky; graduate study, University of Iowa

JOHANNA ORLETT, *Professor Emerita of Mathematics & Computer Science*

B.A., College of Saint Teresa; M.A., Ph.D., University of Minnesota

JAMES E. PARKER, *Professor Emeritus of Theatre Arts*

B.S., Ithaca College; M.F.A., University of North Carolina at Greensboro

RICHARD A. REITZ, *Professor Emeritus of Modern Foreign Languages*

B.A., M.A., University of Kansas; Ph.D., University of Kentucky; post-doctoral study, Universidad Complutense, Madrid

SHIRLEY P. RITCHIE, *Professor Emerita of Education*

B.A., Catawba College; M.Ed., Ph.D., University of North Carolina at Greensboro

ALBERT E. ROBERTS, *Professor Emeritus of Psychology*

B.A., Butler University; M.A., Western Michigan University; Ph.D., University of Tennessee

KENNETH D. SELL, *Professor Emeritus of Sociology*

B.S., Ursinus College; B.D., Lancaster Theological Seminary; M.Ed., Pennsylvania State University; Ph.D., Florida State University

SANFORD R. SILVERBURG, *Professor Emeritus of Political Science*

B.A., Siena College; M.A., Ph.D., The American University

BETHANY S. SINNOTT, *Professor Emerita of English*

B.A., Duke University; M.A., Northwestern University; Ph.D., University of North Carolina at Chapel Hill

J. HARVEY STRATTON, *Associate Professor Emeritus of Physical Education*
B.A., Catawba College; M.A., University of North Carolina at Chapel Hill

WILLIAM H. TRENCHARD, *Professor Emeritus of Accounting*
B.S., Tusculum College; M.S., Virginia Commonwealth University; CPA

SHIHCHANG TSENG, *Professor Emeritus of Business and Economics*
B.A., M.A., National Taiwan University; Ph.D., University of Oklahoma

ANDREW A. VANCE, JR. *Professor Emeritus of Modern Foreign Languages and Business Law*
B.A., Davidson College; M.A., Ph.D., Louisiana State University; J.D., Wake Forest University

PATRICIA R. WHITLEY, *Professor Emerita of Physical Education and Recreation*
B.A., Lenoir-Rhyne College; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro

Administrative Staff

SUSAN D. AGNER, B.A., *Senior Programmer and Analyst*
JAMES ALLISON, JR., *Environmental Services Technician*
BRANDON AUTON, M.Ed. ATC, *Assistant Athletic Trainer*
JAMES W. BAKER, M.Ed., *Head Coach Men's Basketball, Instructor in PE*
ANASTASIA BARKOVA, *Admissions Counselor*
ANGELIA SIDES BATES, *Administration Assistant for the Ketner School of Business*
CARL L. BEAVER, *Maintenance Technician*
LYNN BEAVER, *Maintenance Technician*
TONIA BLACK-GOLD, M.A., *Chief Communications Officer*
DOREEN A. BLAKENEY, *Maintenance Technician*
DALE G. BOARDMAN, *Maintenance Technician*
PETER T. BOURQUE, M.Ed., *Head Coach Lacrosse and Assistant Athletic Director for Facilities*
ANDREA TAYLOR BROWN, *Accounts Receivable Clerk*
SAWAHA BROWN, *Environmental Services Technician*
TAFT BROWN, *Maintenance Technician*
JENNIFER CANNON, *Administrative Assistant for Facilities*
ROBERT J. CASMUS, M.S., *Head Athletic Trainer and Instructor of PE*
JEFF H. CHILDRESS, *Head Coach Men's and Women's Tennis and Assistant Athletic Director*
ANN CLIFTON, *Administrative Assistant Academic Affairs*
CHRISTINA CLIFTON, *Assistant to the Director of Financial Aid, Work-Study Coordinator*
JERISSA CLIFTON, *Catawba Conferences Technician*
STEVEN J. COGGIN, *Associate Provost*
HOWARD V. COLLINS, *Maintenance Technician*
LLOYD W. CROWE, *Assistant Supervisor of Environmental Services*
RICHARD A. DARR, B.A., *Director of Process Improvement*
DENNIS W. DAVIDSON, B.A., *Director of Athletics*
LISA DAVIS, *Assistant Bursar*
LESLIE DENT, *Assistant Athletic Trainer*
ANN G. DUNN, M.S. Ed., *Coordinator of Program Operations, School of Evening and Graduate Studies*
MICHAEL E. EDEN, JR., *Assistant Athletic Trainer and Instructor of Physical Education*
LARRY G. FARMER, B.S., *Human Resources Officer*
LIAM CULLEN FARRELL, *Head Coach - Men's Soccer*
MARGARET W. FAUST, B.A., *Director of Alumni and Parent Relations*
CLARENCE FELLOWS, *Assistant Groundskeeper*
CANDY FESPERMAN, R.N., *Proctor Health Center Nurse*
JACQUELINE E. FISCHER, B.S., *Associate Director of Admissions/Coordinator of Recruitment*
JOHN G. FITZ, III, B.S., *Assistant Football Coach/ Defensive Coordinator/Strength Coach*
SHANE FLOWE, BBA, *Director of the Office of Public Safety*
STEPHANIE FLOWE, *Environmental Services Technician*
KENAN DOUGLAS FOSTER, *Environmental Services Technician*
CAROL GAMBLE, M.Ed, *Registrar*
JAMES F. GANTT, B.A., *Head Coach-Baseball*
SAM GEALY, B.S., *Head Coach for Men's and Women's Golf*
BRIDGETTE E. GIBBS, B.S., *Director of Event Planning for Catawba Conferences*
ZANE T. GIBSON, *Admissions Counselor*
THOMAS GILES, *Assistant Director of Admissions and Transfer Coordinator*
JAN GILLEAN, M.Ed., *Assistant Dean for Campus Activities and Programs*

ROBERT GLASGOW, *Public Safety Officer*
ELIZABETH B. GRAHAM, B.S., *Head Coach-Women's Swimming and Aquatics Director*
LINDSEY BURCH GRIFFIN, *Assistant Director of Admissions*
ROBIN GUEST, *Environmental Services Technician*
WILLIAM F. HAGGERTY, B.A., *Head Cross Country Coach and Assistant Coach Men's Basketball*
M. JEAN HALL, B.B.A., *Administrative Assistant for the Department of Physical Education & Recreation*
GINGER HAMRIC, M.S., *Head Volleyball Coach & PE Instructor*
JEFFREY HARTLEY, B.S., *Supervisor, Grounds and Special Needs*
L. CHIP HESTER, M.S., *Head Coach Football*
LISA B. HILLIARD, B.S., *Assistant to the Registrar*
ERNEST BRIAN HINSON, *Assistant Football Coach*
ELAINE P. HOLDEN, *Senior Director of Admissions*
KHANIS HUBBARD, B.S., *Assistant Coach-Football*
ELEANOR T. IJAMES, *Accounting/Payroll Clerk*
DONNA JAMES, *Coordinator of B-K Education*
JOANNA JASPER, B.S., *Chief Information Officer*
RICKY J. JOINES, B.S., *Assistant Coach Women's Basketball*
BRENDA D. JONES, *Accounts Payable Clerk*
BILL JORDAN, *Assistant Groundskeeper*
CAROL D. JULIAN, *Administrative Assistant for the Vice President for Finance*
BONNY KING, *Welcome Center Coordinator*
DAVID A. KIRKLAND, *Director of Technical Services for Catawba Conferences*
GORDON A. KIRKLAND, B.A., *Director of Athletic Development*
WILLIAM W. KLUTTZ, *Maintenance Supervisor*
RICHARD KOLBASOWSKI, B.B.A., *Customer Support Specialist*
ROBERT LANCASTER, B.E., *Assistant Football Coach*
DANE LANEY, *Public Safety Officer*
JAMES LAURENS, *Coordinator for Outreach Programs of the Center for Vocational and Values*
CHAD W. LEWIS, B.A., *Director of Technical and Instructional Support*
JAMES D. LEWIS, B.A., *Director of Sports Information and Assistant Athletic Director*
DORTHELL LITTLE, B.S., *Admissions Counselor/Assistant Coach, Women's Basketball*
MICHAEL LOWMAN, *Assistant Baseball Coach*
PEGGY A. MASON, *Administrative Assistant for the Department of Athletics*
TODD McCOMB, B.A., *Assistant Football Coach*
CONNIE McCULLEN, *Environmental Services Technician*
MELANIE C. McCULLOH, *Admissions Operations Assistant*
SHARON C. MILLER, B.A., *Controller*
ROBIN MISENHEIMER, A.A., *Programmer/Analyst*
SHAWN MOORE, B.S., *Systems Administrator/Developer*
ANGELA MORTON, B.A., *Head Coach Women's Basketball*
NANCY J. MOTT, *Public Relations Coordinator*
JASON MURGUZ, *Public Safety Officer*
MICHAEL MURPHY, *Assistant Coach, Lacrosse*
DAVID NAJARIAN, B.A., *Supervisor of Environmental Services*
SHARON K. NEWSOME, *Administrative Assistant for Dean of Students*
ERIC NIANOURIS, B.S., *Director of Facilities*
SANDRA OWEN, *Environmental Services Technician*
ROSE ANN PANNELL, B.B.A., *Administrative Assistant/Music and Salisbury-Rowan Symphony*
CAROLYN E. PEELER, B.A., *Director of Development*
RICHARD D. PICKEL, B.A., *Network/ PC Engineer*
CHRISTIAN PIER, M.M., *Artist-In Residence*
VICKIE POOLE, *Environmental Services Technician*
RAY PORTER, B.A., *Library Technical Service Associate*
CARI ADAMS PRICE, B.B.A., *Director of the Catawba Fund and Academic Grants*
SUSAN PRUITT, B.A., *Instructional Support and Training Specialist*
TRACY RATLIFF, B.S.A., *Graphic Designer*
PENNY M. RICE, B.A., *Executive Assistant for the Lilly Center*
SARAH L. ROSSINI, *Assistant Dean for Housing and Resident Life*
RODNEY R. RYMER, B.S., *Director, Systems/ Networking*
MARSHA B. SAFRIT, *Associate Registrar*
OLIVER G. SCOTT, B.A., *Assistant to the President for Special Events*
KAREN A. SETLIFF, M.S., *Coordinator of Recruitment and Advising for the School of Evening and Graduate Studies*
MARY ETTA HILL SEWELL, B.S., M. S., *Network and IT Security Administrator*
WINNELL B. SHORT, B.B.A., *Library Technical Associate*
LORI H. SIPES, B.B.A., *Director for Mail Services*

154
Directory

GEORGE BENJAMIN SMITH, III, M. Ed., *Dean of Students*
KIMBERLY A. SMITH, B.S., *Coordinator of Academic Affairs and Assistant to the Provost*
JANE SNIDER, A. A., *Administrative Assistant, Department of Teacher Education*
DAWN SNOOK, B.A., *Director of Financial Aid*
DOUGLAS A. STANLEY, B.S., M. S., *Director of Enterprise Computing*
DEBORAH H. STINSON, *Environmental Services Technician*
ANNA STONER, *Environmental Services Technician*
DERRICK J. SUMMERS, B.S., *Assistant Coach Football*
MICHAEL SWAN, *Head Coach -Women's Soccer*
CRAIG D. TURNBULL, M.Ed., *Senior Assistant Director of Athletics Director of NCAA Compliance, Instructor of Physical Education.*
CHRISTINE O. WALDEN, *Director of Development Services*
LINDA WATSON, *IT Operations Support Technician*
ALEXANDRA K. WATTS, *Accounting Associate*
KATHRYN WELBORN, R.N., *Director of the Proctor Health Center*
STEFFANIE J. WEST, *Coordinator of Admissions Operations*
WILLIAM "BILLY" T. WHITE, Jr., *Maintenance Technician*
NAN S. WHITLEY, B.A., *Assistant Athletic Director / Senior Women's Administrator/ Head Coach Women's Softball*
AMY H. WILLIAMS, B.A., *Administrative Assistant for the President/Assistant Secretary for the Board of Trustees*
SUZANNE C. WILSON, B.S., *Library Technical Associate*
DeETTA WOODIE, *Administrative Assistant for Dean of Students*
MAEGEN G. WORLEY, B.F.A., *Web Designer/Developer*
JEAN M. WURSTER, M.A.T., *Library Technical Associate*
MARK WURSTER, B.S., *Library Technical Associate*
JANE L. YOUNG, *Coordinator of Admissions Records*
DR. NANCY A. ZIMMERMAN, *Personal Counselor*

Index to Majors:

| | |
|---|-----|
| Administration of Justice | 89 |
| Athletic Training | 124 |
| Biology. | 69 |
| Business Administration | 60 |
| Chemistry | 78 |
| Communication Arts. | 66 |
| Economics & Finance | 61 |
| Education: Elementary K-6 | 132 |
| Education: Middle School 6-9 | 133 |
| Education: Special Education | 134 |
| Environmental Education..... | 74 |
| Environmental Science..... | 73 |
| Environmental Studies | 73 |
| Exercise Science | 123 |
| History | 84 |
| Literature | 80 |
| Mathematics. | 90 |
| Medical Technology. | 103 |
| Music..... | 104 |
| Musical Theatre..... | 114 |
| Physical Education..... | 122 |
| Politics..... | 86 |
| Psychology | 96 |
| Recreation | 123 |
| Religion and Philosophy | 98 |
| Sociology | 101 |
| Spanish. | 93 |
| Sport Management | 122 |
| Sustainable Business and Community Development. | 74 |
| Theatre Arts | 113 |
| Theatre Arts Administration | 115 |
| Theatre Arts Education | 115 |
| Therapeutic Recreation | 123 |
| Writing..... | 81 |

Index to Minors:

| | |
|---|-----|
| Accounting | 60 |
| Athletic Coaching..... | 126 |
| Biology. | 70 |
| Business Administration..... | 61 |
| Chemistry. | 79 |
| Communication Arts | 67 |
| Creative Writing | 80 |
| Dance..... | 115 |
| Economics | 60 |
| English..... | 81 |
| Environmental Education | 75 |
| Environmental Science | 75 |
| Environmental Studies | 75 |
| History..... | 84 |
| Information Systems | 62 |
| Marketing | 62 |
| Mathematics | 91 |
| Music..... | 107 |
| Musical Theatre..... | 116 |
| Philosophy..... | 99 |
| Politics..... | 87 |
| Psychology | 96 |
| Reading Licensure | 136 |
| Religion | 99 |
| Religion & Philosophy Minor..... | 99 |
| Secondary Education (9-12) | 135 |
| Sociology | 102 |
| Spanish.. | 93 |
| Special Subject Areas (K-12) | 135 |
| Studio Art. | 116 |
| Sustainable Business and Community Development. | 76 |
| Theatre Arts. | 116 |

General Index

| | | | |
|--|--------|---|------------|
| Academic Policies, Procedures..... | 45 | Library..... | 30 |
| Academic Programs..... | 52 | Library Science..... | 142 |
| Accreditation..... | 52 | Licensure, Certification..... | 57, 131 |
| Administrative Officers..... | 145 | Lilly Center..... | 53 |
| Admission to the College..... | 10 | Limits on Credit..... | 49 |
| Advanced Placement..... | 13 | Loan Funds..... | 21 |
| Arts & Sciences, Hurley School of..... | 69 | Major Fields of Study..... | 55 |
| Athletics..... | 32 | Military Credit..... | 49 |
| Auditing Courses..... | 45 | Minor Study Programs..... | 56 |
| Automobiles..... | 32 | Mission of the College..... | Back Cover |
| Awards..... | 40 | Organizations..... | 36 |
| Business, Ketner School of..... | 60 | Orientation..... | 53 |
| Calendar, Academic..... | 5 | Performing Arts, Shuford School of..... | 104 |
| Campus Facilities..... | 29 | Personal Records..... | 34 |
| Campus Ministry..... | 32 | Post-Baccalaureate Students..... | 13 |
| Career Center..... | 32 | Pre-Medicine Professions Program..... | 59 |
| Center for the Environment..... | 52 | Pre-Health Professions Program..... | 59 |
| Class Attendance..... | 51 | Probation and Suspension, Academic..... | 49 |
| Classification..... | 47 | Public Safety..... | 35 |
| Clubs & Organizations..... | 36 | Publications, Student..... | 39 |
| Conduct..... | 33 | Refund Policy..... | 26 |
| Counseling Services..... | 33 | Registration..... | 45 |
| Course Numbering System..... | 47 | Repeating of Course..... | 48 |
| Credit and Grading..... | 47 | R.O.T.C..... | 142 |
| Dean's List..... | 51 | Satisfactory Academic Policy (SAP)..... | 17 |
| Disabilities, Accommodations for..... | 33, 52 | Scholarships..... | 15 |
| Education, Goodman School of..... | 122 | School of Evening & Graduate Studies..... | 139 |
| Expenses & Fees..... | 25 | Social Life..... | 36 |
| Faculty Listing..... | 146 | Staff Listing..... | 152 |
| Financial Assistance..... | 17 | Standards for Continued Study..... | 49 |
| Forestry..... | 103 | Student Life..... | 32 |
| General Education Courses..... | 58 | Student Responsibility..... | 45 |
| Goals of the Curriculum..... | 53 | Teacher Certification/ Licensure..... | 57, 70 |
| Graduate Students..... | 14 | Teacher Education, Department of..... | 131 |
| Graduation Requirements..... | 57 | Title IX..... | 3 |
| Health Center..... | 34 | Transfer of Credit..... | 48 |
| History of the College..... | 9 | Transfer Students..... | 12 |
| Honor Code..... | 51 | Transient Students..... | 13 |
| Honors Program..... | 141 | Trustees..... | 143 |
| Honor Roll, Presidential..... | 51 | Tutorials..... | 50 |
| Housing..... | 34 | Withdrawal from College..... | 27, 46 |
| Independent Study..... | 50 | | |
| International Students..... | 13 | | |
| Internships and Pratica..... | 50 | | |
| Ketner Center for International Studies..... | 53 | | |
| Lateral Entry..... | 132 | | |
| Learning Disabilities..... | 33 | | |



THE MISSION OF THE COLLEGE

Catawba College was founded in Newton, North Carolina, in 1851 by the German Reformed Church. The College--which is today affiliated with the United Church of Christ-- moved to its present location in Salisbury in 1925. The College endeavors to attract students both nationally and internationally of good ability and character. A private, coeducational institution, Catawba offers the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science, and Master of Education degrees to traditional and non-traditional students. The College also serves the public through educational outreach and volunteer service programs for the world community.

The Mission Statement

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation. Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.